

## Progression of Skills in Music

	Key Vocabulary	Singing	Playing	Improvising	Composing	Listening and Appraising
Y1	<b>Pitch, tempo, pulse, rhythm, dynamics, loud, quiet, soft, fast, slow, high, low, long, short, composing, improvising</b>	1. Begin to sing together as part of a group, gradually developing the confidence to sing alone. 2. Begin to understand the importance of warming up voices and to establish a good singing position. 3. Start to consider that words mean something and how they work together with the music. 4. Sing with a good sense of pulse. 5. Stop and start as appropriate, begin to follow a leader/conductor.	1. Begin to play tuned and untuned instruments as part of an ensemble. 2. Move between differentiated parts as required. 3. Learn to stop/start and respond to basic musical cues from the leader/conductor. 4. Learn how to treat an instrument with respect and how to play it correctly.	1. Explore and create simple musical sounds with voices and instruments. 2. Begin to understand that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. 3. Improvise using very simple patterns on your instrument and/or voice. 4. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Start to perform your own rhythms and melodies with confidence and understanding in the group.	1. Create your own very simple melodies (usually in a group). 2. Create compositions using one or two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. Demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). 5. Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.	1. Start to recognise/identify very simple style indicators and different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. 3. Start using basic musical language to describe the music you are listening to and your feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.
Y2	<b>Pitch, tempo, pulse, rhythm, dynamics, loud, quiet, soft, fast, slow, high, low, long, short</b>	1. Continue to sing together as part of a group, gradually developing the confidence to sing alone. 2. Continue to understand the importance of warming up their voices and to establish a good singing position. 3. Consider that words mean something and how they work together with the music. 4. Sing with a good sense of the pulse and sing together in time with a group. 5. Stop and start as appropriate, begin to follow a leader/conductor.	1. Continue to play tuned and untuned instruments as part of a group/ensemble. 2. Move between differentiated parts as required. 3. Continue to respond to basic musical cues from the leader/conductor. 4. Treat your instrument with respect and play it correctly. 5. Play more confidently as part of your ensemble/group.	1. Continue to explore and create simple musical sounds with voices and instruments. 2. Deepen your understanding of improvisation. 3. Continue to improvise using very simple patterns on your instrument and/or voice. 4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using one or two notes.	1. Continue to create your own very simple melodies (usually in a group). 2. Move beyond composing using one or two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.	1. Try to recognise/identify very simple style indicators and different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. 3. Start using basic musical language to describe the music you are listening to and your feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.
Y3	<b>Timbre, notation, crotchet, rest, minim, chorus, verse,</b>	1. Continue to sing together as part of a group, developing the confidence to sing alone.	1. Continue to play tuned and untuned instruments as part of a group/ensemble. Play with increased knowledge and confidence.	1. Continue to explore and create simple musical sounds with voices and instruments. 2. Deepen your understanding of improvisation.	1. Continue to create your own slightly more complex melodies (usually in a group). 2. Move beyond composing using two notes, increasing to three notes if appropriate.	1. Identify basic musical styles through learning about their style indicators and the instruments played.

	<b>introduction, structure, melody, notation, rhythm, solo</b>	<p>2. Continue to understand the importance of warming up their voices and to establish a good singing position.</p> <p>3. Consider that words mean something and project the meaning of the song.</p> <p>4. Sing with a good sense of the pulse and sing together and in time with the group.</p> <p>5. Follow a leader/conductor.</p>	<p>2. Move between differentiated parts as required.</p> <p>3. Begin to understand basic notation.</p> <p>4. Continue to respond to basic musical cues from the leader/conductor.</p> <p>5. Treat your instrument with respect and care and play it correctly.</p>	<p>3. Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</p>	<p>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</p> <p>4. Demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <p>5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.</p>	<p>2. Find the pulse, the steady beat to the music they are listening to and understand what that means.</p> <p>3. More consistently use accurate musical language to describe and talk about music.</p> <p>4. Listen to other ideas about music, respect those ideas and feelings.</p> <p>5. Continue to realise, understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>
Y4	<b>Timbre, notation, crotchet, rest, minim, quaver, ascending, descending, leap, step, stave, treble clef, appraise, backing, bridge, outro, hook, ensemble, riff, texture, instrumental solo</b>	<p>1. Sing in tune within a limited pitch range</p> <p>2. Perform a song stylistically and as musically as you can.</p> <p>4. Sing with a good sense of the pulse and sing together and in time with the group. Perhaps sing in two parts.</p> <p>5. Follow a leader/conductor.</p>	<p>1. Continue to play tuned and untuned instruments as part of a group/ensemble. Play with more knowledge, confidence and ease.</p> <p>2. Move between differentiated parts as required.</p> <p>3. Continue to develop understanding of basic notation.</p> <p>3. Follow the leader confidently.</p> <p>4. Continue to treat your instrument with respect and care and play it correctly.</p>	<p>1. Continue to explore and create simple musical sounds with voices and instruments</p> <p>2. Deepen your understanding of improvisation.</p> <p>3. Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using three notes with confidence.</p>	<p>1. Continue to create your own more complex melodies (usually in a group)</p> <p>2. Move beyond composing using two notes, increasing to three notes if appropriate.</p> <p>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</p> <p>4. Demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <p>5. Continue to recognise and identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.</p>	<p>1. Identify basic musical styles through learning about their style indicators and the instruments played.</p> <p>2. Find the pulse, the steady beat to the music they are listening to and understand what that means.</p> <p>3. More consistently use accurate musical language to describe and talk about music.</p> <p>4. Listen to other ideas about music, respect those ideas and feelings.</p> <p>5. Continue to realise, understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>
Y5	<b>Forte, piano, mezzo-piano, mezzo-forte, expression, stylistic features, time signature, a capella, chord, lyrics, ostinato, syncopation, major, minor, pentatonic</b>	<p>1. Understand how to sing together as part of a group and in an ensemble or as a soloist.</p> <p>2. Continue to understand the importance of warming up your voice and to establish a good singing position.</p> <p>3. Perform and interpret a song stylistically and musically.</p> <p>4. Sing with a good sense of the pulse and sing together and in time with the group. Understand the importance of clear diction and tuning.</p>	<p>1. Continue to play tuned and untuned instruments as part of a group/ensemble. Play with more knowledge, confidence, ease and enjoyment.</p> <p>2. Move between differentiated parts as required.</p> <p>3. Show greater understanding of notation.</p> <p>4. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</p>	<p>1. Continue to explore and create simple musical sounds with voices and instruments</p> <p>2. Deepen your understanding of improvisation.</p> <p>3. Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using three notes with confidence.</p>	<p>1. Create your own more complex melodies.</p> <p>2. Move beyond composing using two notes, increasing to three then five.</p> <p>3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p> <p>4. Continue to demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</p> <p>5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if.</p>	<p>1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</p> <p>2. Find the pulse confidently and innately, of the music they are listening to and understand what that means.</p> <p>3. Use accurate musical language to describe and talk about music.</p> <p>4. Listen to other ideas about music, respect those ideas and feelings.</p> <p>5. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</p>

		5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?				
Y6	<b>Stylistic features, chord, sequence, texture</b>	1. Understand how to work together as part of a group and in an ensemble or, as a soloist. 2. Continue to understand the importance of warming up your voice and to establish a good singing position. 3. Perform and interpret a song stylistically and as musically as you can. 4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. 5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself? (See 'End of Key	1. Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.	1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. 3. Continue to improvise using simple patterns on your instrument and/or voice. 4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more no	"Ee-oh"! The Useful Plough (Britten) Unit of Work based on 2 songs from Benjamin Britten's Friday Afternoons. Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. 2. Move beyond composing using two notes, increasing to three notes then five if appropriate. 3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.	Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. 2. Find the pulse confidently and innately, of the music they are listening to and understand what that means. 3. Use accurate musical language confidently and with understanding to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.