

Progression in Music Skills

KEY STAGE 1	Lower Key Stage 2	Upper Key Stage 2 (Consolidate LKS 2 and deepen)
Performing		
begin to play patterns from memory	begin to use various notations to support the rhythm (eg. graphic notations or grid notations)	compose, improvise and perform music using historical or cultural structures
begin to play/copy with some awareness of the beat	recognise the use of hand signals to show pitch (high/low) in the tune	perform music for occasions eg. Christmas carol or a song for assembly, end of term performance
experiment with their voice (chant, rap, represent known sounds)	when pupils are performing together, they are aware they all need to play to the same beat and the same speed	play an individual role in a group performance from memory or by reading notation, playing solos, accompaniments or directing the group
sing with a developing sense of pitch (high/low), dynamics (loud/quiet), duration (long/short notes) when singing songs with an appropriate range	recognise errors and begin to correct when performing	to sing in unison with clear diction, controlled pitch and with a sense of phrase
begin to use various notations to support the rhythm (eg. graphic notations or grid notations)	when singing can be aware of more than one element at a time (eg. loud and long, loud and short, quiet and long, quiet and short)	maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audience
recognise the use of hand signals to show pitch (high/low) in the tune	be confident in their use of 4 beat, 2 beat and 1 beat and pairs of half-beat notes, when working with notation	sings in a way that reflects the lyric
know how to make a sound on several un-tuned instruments (drum, triangle, shaker, tambourine) and tuned instruments (recorder, xylophone, glockenspiel and keyboard)	notate some of their work using graphic scores	sings using dynamics (loud and quiet) to express the mood of the phrase
when pupils are performing together, they are aware they all need to play to the same beat and the same speed;	play their own part when performing on instruments with others	
	play in such a way that they are aware of the common beat	

Composing		
explore sounds on instruments and found objects	create patterns of sound which have been specially selected	identify and use 4 and 8 bar phrases in group and individual compositions
make changes to sounds (eg. playing a drum with different beaters)	use a simple structure which has a beginning, a middle and an end	improvise musical phrases and use them to develop compositions using repetition and structures
experiment with their voice (chant, rap, represent known sounds)	develop musical ideas from given stimuli (eg. a photograph, a poem, a story)	compose, improvise and perform music using historical or cultural structures
make and repeat short patterns of sound	create music in first draft form and later revise, edit and develop it	begin to use notation, such as staff notation
create short patterns of sound in response to a starting point (eg. a story, a picture...)	choose their resources to suit the task	make up music for occasions eg. Christmas carol or a song for assembly
invent their own graphic symbols to represent sounds;	work together to link different instruments in pieces in more than one part (strand of texture)	use dynamics (loud/quiet), pitch (high/low), duration (long/short) in more than one strand in a deliberate way
experiment with pitch (high/low), dynamics (loud/quiet), duration (long/short) and timbre (different types of sound) which different instruments make	work in teams or as a whole class to produce compositions with more than 2 instrumental parts	
use a simple structure which has a beginning, a middle and an end		
Listening and Appraising		
make a response to different moods in music (eg. move in a particular way when listening to a specific piece of music)	identify the impact of elements in carefully selected music	recognise and describe music and musical instruments from different cultures and geographical regions eg. Balinese Gamelan, African Drumming, Western Symphony Orchestra
when changes in musical elements within a piece are very clear, recognise and react to the change (eg. a sudden, loud section)	review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	recognise and describe music and musical instruments from different periods of history eg. medieval or renaissance recorders, classical piano or clarinet, modern electric guitars and synthesisers
begin to recognise repetition when listening to music of others	have a wider range of knowledge and experience of music from various times and places	describe and compare pieces of music using appropriate musical vocabulary
identify the impact of elements in carefully selected music	identify musical features which seem to suggest a mood or atmosphere	suggest and implement improvements to a composition or performance
make suggestions to improve their work;	identify how and why the elements are used in a particular way to create an effect or atmosphere	identify the impact of elements in carefully selected music
begin to review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	use relevant musical vocabulary (pitch, dynamics, duration, timbre tempo), when talking about the elements of music	make suggestions to improve their work