

## Ringway Primary School Music Skills Progression Grid

At Ringway Primary School, our music curriculum is carefully planned and delivered to ensure that all pupils are inspired to succeed and celebrate both their own and their peers success as well as provide opportunities for children to participate and perform in musical festivals and performances. Our music curriculum is overseen with the understanding that music is a crucial part of a broad and balanced curriculum as well as being one of the highest forms of creativity. As such at Ringway Primary School we seek to both promote and develop a love of music, through highly engaging and enjoyable lessons, in order to help increase children's self-confidence, creativity and sense of achievement.

The music curriculum at Ringway Primary School will ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians
- Learn to sing and use their voices to create and compose music of their own and with others, to have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the Interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The following progression grids outline the skills and vocabulary to be taught across each phase. This grid identifies the skills that each year group will be taught within several key musical disciplines, including: playing and performing, creating and composing, appraising skills and applying knowledge and understanding.

### Play and Perform: controlling sounds through singing and playing

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>• Able to match the pitch by reproducing with his/her voice of a tone sung by another.</li> <li>• Able to sing the melodic shape by moving melody in familiar songs. For example, melody going up and down or down and up.</li> <li>• Can sing entire songs.</li> <li>• May enjoy performing either solo or as a member of a group.</li> <li>• Is able to internalise music.</li> <li>• Show levels of control to hold and play instruments to make a sound. For example, holding a triangle in the air by the string with one hand and playing it using a beater with another.</li> </ul>	<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>• Can use voices in different ways such as speaking, singing and chanting.</li> <li>• Can create and choose sounds.</li> <li>• Can perform simple rhythmical patterns and is beginning to show an awareness of pulse.</li> <li>• Can think about others when performing.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Can use a range of voices expressively and creatively.</li> <li>• Can sing with a sense of shape and melody.</li> <li>• Can perform rhythmical patterns and accompaniments, maintaining a steady pulse.</li> </ul>	<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>• To sing in unison, becoming increasingly aware of pitch.</li> <li>• To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</li> <li>• To consider how their contribution impacts a group performance.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• To sing in unison maintaining the correct pitch and using increasing expression.</li> <li>• To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</li> </ul>	<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>• To sing in unison with clear diction, controlled pitch and sense of phrase.</li> <li>• To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</li> <li>• To maintain an individual part and be aware of how different parts combine in an ensemble.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• To sing in solo, unison and in parts with clear diction, controlled pitch and with a sense of phrase.</li> <li>• To play and perform with accuracy, fluency, control and expression.</li> </ul>

## Create and Compose: making and developing musical ideas

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>Add sound effects to stories using instruments.</li> <li>Leads, or is led by other children, in their music making. For example, being a conductor.</li> <li>Can operate equipment such as CD players, MP3 players, handheld devices and keyboards.</li> <li>Creates music based on a theme. For example, can create sounds of the seaside.</li> <li>Can find, and record, sounds using recording devices.</li> <li>Can keep a steady heartbeat whilst playing instruments in solo or collaborative music making.</li> <li>Can tap rhythms to accompany words. For example: tapping the number of syllables in a name, object, animal or the lyrics of a song.</li> <li>Creates rhythm using instruments and body percussion.</li> </ul>	<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>To know, and experiment with, sounds.</li> <li>Can recognise and explore how sounds can be organised.</li> <li>To identify and organise sounds using simple criteria. For example: loud, soft, high and low.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>Can repeat short rhythmic and melodic patterns.</li> <li>Is beginning to explore, choose and order sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>Can create simple rhythmical patterns that use a small range of notes.</li> <li>To begin to join simple layers of sounds. For example: a background rhythm and a solo melody.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>To create rhythmical and simple melodic patterns using an increased number of notes.</li> <li>To join layers of sounds, thinking about musical dynamics of each layer and understanding the effect.</li> </ul>	<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>Can create increasingly complicated rhythmic and melodic phrases within given structures.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>Can create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of musical structures.</li> </ul>

## Appraising Skills: Responding to and reviewing music

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>• Listens and responds to others in a pair or group during music making.</li> <li>• Can play instruments – including imaginary instruments such as air guitar – to match the structure of music. For example, playing quietly with quiet phrases within music and stopping when the music stops.</li> <li>• May play along to the beat of the song they are singing or music being listened to.</li> <li>• May play along with the rhythm in the music. For example, may play along with the lyrics in the songs they are singing or listening to.</li> </ul>	<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>• Can talk about how music makes them feel or want to move. For example, “It makes me want to jump/shout/sleep” etc.</li> <li>• Can think about and make simple suggestions about how to make their work better. For example, play faster or louder.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• To respond to the different moods in music and explain thinking about changes in sound.</li> <li>• To identify what improvements could be made to own work and make these changes, including: altering the use of voice, playing of and choice of instruments.</li> </ul>	<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>• Can explore and comment on the ways sounds can be used expressively.</li> <li>• Can comment on the effectiveness of their own work, identifying and making improvements.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Can recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</li> <li>• To comment on the effectiveness of their own work, identifying and making improvements based on the intended outcome.</li> </ul>	<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>• Can describe, compare and evaluate different types of music beginning to use musical terminology with accuracy.</li> <li>• Can comment on the success of their own and others’ work, suggesting improvements based on the intended outcomes.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Can describe, compare and evaluate different types of music using a range of musical terminology including the inter-related dimensions of music.</li> <li>• To evaluate the success of their own and others’ work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</li> </ul>

## Listening and applying knowledge and understanding

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>• Can begin to understand that musical elements can be used to create different moods and effects.</li> <li>• To listen to short, simple pieces of music and talk about when and why they may hear it. For example, a lullaby or a wedding march.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Can identify and recognise repeated patterns and follow a wider range of musical instructions.</li> <li>• Can understand how musical elements create different moods and effects.</li> <li>• Can confidently represent sounds with a range of symbols, shapes and marks.</li> <li>• Can listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. For example, “It’s quiet and smooth so it would be good for a lullaby”.</li> </ul>	<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>• Can listen with attention.</li> <li>• Can begin to understand how different musical elements are combined and used to create an effect.</li> <li>• To begin to recognise simple notations to represent music, including pitch and volume.</li> <li>• To listen to and begin to respond to music drawn from different traditions as well as great composer.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• To listen to and recall patterns of sounds with increasing accuracy.</li> <li>• To understand how different musical elements are combined and used expressively.</li> <li>• To understand and begin to use established and invented musical notations to represent music.</li> <li>• To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</li> </ul>	<p><b>Basic skills:</b></p> <ul style="list-style-type: none"> <li>• To listen to and recall a range of sounds and patterns of sounds confidently.</li> <li>• To begin to identify the relationship between sounds and how music can reflect different meanings.</li> <li>• To recognise and use a range of musical notations including staff notation.</li> <li>• To listen to a range of high quality, live and record music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</li> <li>• To identify and explore between the relationship between sounds and how music can reflect different meanings.</li> <li>• To use and apply a range of musical notations including staff notation to: plan, revise and refine notation and musical material.</li> <li>• To develop a robust understanding of the history of music from different cultures, traditions, composers and musicians as well as evaluate how venue, occasion and purpose may effect the way that music is created and performed.</li> </ul>

## Vocabulary

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"><li>• Song</li><li>• Music</li><li>• Beat</li><li>• Soft/hard</li><li>• Quiet/Loud</li><li>• Fast/slow</li></ul>	<ul style="list-style-type: none"><li>• Instrument</li><li>• Sound</li><li>• Pulse</li><li>• Rhythm</li><li>• Notation</li><li>• High/low</li><li>• Compose</li></ul>	<ul style="list-style-type: none"><li>• Timbre</li><li>• Pitch</li><li>• Dynamics</li><li>• Melody</li><li>• Breathing</li><li>• Forte</li><li>• Piano</li><li>• Allegro</li><li>• Adagio</li><li>• Crotchet</li><li>• Minim</li><li>• Semibreve</li><li>• Phrase</li><li>• Percussion</li><li>• Brass</li><li>• Wind</li><li>• Orchestra</li></ul>	<ul style="list-style-type: none"><li>• Crescendo</li><li>• Diminuendo</li><li>• Quaver</li><li>• Legato</li><li>• Staccato</li><li>• Ostinato</li><li>• Fortissimo</li><li>• Allegretto</li><li>• Andante</li><li>• Largo</li></ul>

