



Skills Progression for Music

Strand	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six	Stage Seven
Performing Listen to, review and evaluate music across a range of historical periods, genres, styles cultures and traditions, including the works of the great composers and musicians Key vocab: Phrasing	Join in with familiar rhymes, songs and chants. Recognise and explore how sounds can be made and changed. Repeat and copy short rhythmic and melodic patterns.	Sing simple songs from memory with accuracy of pitch. Organise a limited range of sounds in different ways. Perform simple patterns and accompaniments keeping to a steady pulse.	Sing with increasing expression. Explore ways in which sounds can be combined and used expressively. Perform with control of pulse and awareness of what others are playing.	Sing with awareness of breathing and diction. Explore a range of musical genres. Maintain a simple part within an ensemble or choral group.	Sing with awareness of dynamics, phrasing and pitch control. Compare, contrast and combine a range of musical genre. Maintain an increasingly complex part in an ensemble or choral group	Make use of a range of expressive elements in own performance. Explain the processes of a range of musical genre and styles. Maintain a complex part in an ensemble or choral group	Select and make expressive use of tempo, dynamics, phrasing and timbre etc. Explain the processes and contexts of a range of musical genre and styles. Maintain a complex part in a large ensemble or choral group with multiple parts.
Composition & Appraisal Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence Key vocab: Harmonic Non harmonics	Create and choose sounds in response to simple starting points. Recognise and identify changes in sounds and melodies . Represent sounds with symbols using pictures.	Choose and order sounds within simple structures, e.g. beginning, middle and end . Recognise how musical elements can be used to create different effects. Represent changing sounds with symbols, e.g. High/low, fast/slow . Identify ways of improving own work.	Improvise repeated patterns and create layers of sounds. Recognise how musical elements are combined and used expressively. Represent sounds and musical direction with symbols to create a simple score. Talk about the impact of changes made to improve work.	Improvise melodic and rhythmic phrases as part of a group performance. Combine musical elements to create a score. Begin to use musical notation and devices, e.g. melody, and rhythms to create a score. Compose, improve and perform simple melodies and songs.	Improve melodic and rhythmic phrases using a range of simple structures. Use musical ideas and structures to compose a score. Use musical notation and devices, e.g. melody, and rhythms, chords and structure , to create a score. Compare, improve and perform an increasing range of melodies and songs with more than one part.	Improve and compose using elements of different genres and styles. Use harmonic and non-harmonics devices to develop musical ideas and effects. Use notation and appropriate musical devices, e.g. melody, and rhythms, chords and structure , to create a score with more than one part. Compare, improve and perform a range of melodies and songs for combining different parts.	Improve and compose using elements of a range of different genres and styles. Use a wide range of harmonic and non-harmonic devices to create a range of musical ideas and effects. Use appropriate notation to effectively plan, revise and refine a musical score. Compare, improve and perform a range of melodies and songs for different audiences, from different cultures.

<p>Musical Elements</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p><u>Key vocab:</u> Ballads Groove form hooks Concerto Overture</p>	<p>Identify high and low sounds in the environment.</p> <p>Identify long and short sounds in the environment.</p> <p>Identify loud and soft sounds in the environment.</p> <p>Identify fast and slow sounds in the environment.</p> <p>Listen to and repeat simple patterns of sounds.</p> <p>Use everyday language to describe to sounds.</p>	<p>Recognise and reproduce high and low sounds.</p> <p>Recognise and reproduce long and short sounds.</p> <p>Recognise and reproduce loud and soft sounds.</p> <p>Recognise and reproduce fast and slow sounds.</p> <p>Establish a steady beat.</p> <p>Explore similarities and difference between contrasting musical elements.</p> <p>Use simple musical vocabulary to describe sounds.</p> <p>Develop an awareness of songs with repeated phrases and rounds,</p>	<p>Compare and contrast sounds according to pitch.</p> <p>Compare and contrast sounds according to duration.</p> <p>Compare and contrast sounds according to dynamics.</p> <p>Compare and contrast sounds according to tempo.</p> <p>Explore the effect of silence.</p> <p>Use a cyclical pattern (fixed number of beats repeated continuously)</p> <p>Use simple musical vocabulary to describe both sounds and the way they are produced.</p> <p>Develop an awareness of rounds, call and response, marching songs and sea shanties.</p>	<p>Explore combinations or clusters based on pentatonic scales, e.g. C-CDEGA</p> <p>Improvise a repeated pattern (Ostinato).</p> <p>Use notation associated with duration, e.g. crochet-one beat, minim- two beats, quaver-half beat,</p> <p>Recognise differences in dynamic levels, e.g. soft, loud etc. Gain awareness that the top number of a time signature denotes the number of beats in each bar, the metre.</p> <p>Create and perform linear and cyclical patterns.</p> <p>Listen to, discuss and analyse simple songs with verse and chorus, and Rondo.</p>	<p>Explore and use simple eight note scales, e.g. C to C or five note pentatonic scales.</p> <p>Create and use three note chords, e.g. CEG, (root, third, fifth). Use notation associated with duration, e.g. crochet-one beat, minim-two beats, semi- breve-four beats, quaver-half beat, semi-quaver-quarter beat, a rest etc. Recognise features such as crescendo, diminuendo. Identify and create more complex patterns, maintaining own part.</p> <p>Recognise the difference between unison and harmony.</p> <p>Listen to, discuss and analyse hooks, riffs and musical clichés.</p>	<p>Create and perform musical pieces containing more than one pentatonic scale.</p> <p>Create an accompaniment using a range of repeating chords. Use knowledge of notation to depict rhythmic phrases and patterns.</p> <p>Recognise a range of dynamic features including, accents, size etc.</p> <p>Invent a complex cyclical pattern using beats and patterns of different lengths.</p> <p>Explore complex structures containing more than one melody.</p> <p>Listen to, discuss and analyse ballads and groove form hooks.</p>	<p>Create and perform musical pieces in more than one key.</p> <p>Create increasingly complex accompaniments using a range of repeating chords. Use knowledge of notation to depict, discuss and adapt rhythmic phrases and patterns.</p> <p>Use dynamic markings to create an expressive performance.</p> <p>Invent an increasing range of complex cyclical pattern using beats and patterns of different lengths.</p> <p>Use two or more melodies to create a complex structure.</p> <p>Identify the characteristics of a concerto, overture etc.</p>
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