

| Music Skills Progression at Dane Ghyll Primary School                    |                                                                              |                                                                                                             |                                                                                                                               |                                                                                        |                                                                                                           |                                                                                                                          |                                                                                                             |                                                                                                    |
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| KS1 Skills                                                               | Foundation Stage                                                             | Year 1                                                                                                      | Year 2                                                                                                                        | KS2 Skills                                                                             | Year 3                                                                                                    | Year 4                                                                                                                   | Year 5                                                                                                      | Year 6                                                                                             |
| <b>Controlling sounds through singing and playing (Play and Perform)</b> |                                                                              |                                                                                                             |                                                                                                                               |                                                                                        |                                                                                                           |                                                                                                                          |                                                                                                             |                                                                                                    |
| <b>Use Voices expressively</b>                                           | Enjoying singing in simple songs together.                                   | Use voices in different ways such as speaking singing and chanting                                          | Use voices expressively and creatively. To sing with the sense of shape of the melody.                                        | <b>Sing songs in unison and two parts</b>                                              | To sing in unison, becoming aware of pitch                                                                | To sing in unison maintaining the correct pitch and using increasing expression.                                         | To sing in unison with clear diction, controlled pitch and sense of phrase.                                 | To sing solo, unions and in parts with clear diction, controlled pitch and with a sense of phrase. |
| <b>Play tuned and un-tuned instruments</b>                               | To play simple tuned and un-tuned percussion exploring sounds.               | To create and choose sounds. To perform simple rhythmical pattern, beginning to show an awareness of pulse. | To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. | <b>To play tuned and un-tuned instruments with control and accuracy</b>                | To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.    | To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. | To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. | To play and perform with accuracy, fluency, control and expression.                                |
| <b>Rehearse and perform with others</b>                                  | To watch and listen to others perform. To enjoy performing as part of group. | To think about others when performing. To enjoy performing simple songs.                                    | To think about others while performing. To enjoy performing as part of a group.                                               | <b>To practise, rehearse and present performance with an awareness of the audience</b> | To think about others while performing. To practise simple songs and perform together as part of a group. | To think about others while performing. To independently practise simple songs and perform together as part of a group.  | To maintain their own part and be aware about how different parts fit together.                             | To think about the audience when performing and how to create a specific effect.                   |
| <b>Creating and developing musical ideas (Create and Compose)</b>        |                                                                              |                                                                                                             |                                                                                                                               |                                                                                        |                                                                                                           |                                                                                                                          |                                                                                                             |                                                                                                    |
| <b>Create musical patterns</b>                                           | To recognise sounds.                                                         | To know about and experiment                                                                                | Repeat short rhythmic and                                                                                                     | <b>Improvise, developing</b>                                                           | To create simple                                                                                          | To create rhythmical and                                                                                                 | To create increasingly                                                                                      | To create and improvise                                                                            |

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|                                                                                                                     |                                                       | with sounds.                                                                                                                               | melodic patterns.                                                                          | <b>rhythmic and melodic material when performing.</b>                                                                                                      | rhythmical patterns that uses a small range of notes.                                | simple melodic patterns using an increased number of notes.                                                | complicated rhythmic and melodic phrases within given structures.                                           | melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.          |
| <b>Explore, choose and organise sounds and musical ideas</b>                                                        | To recognise and explore how sounds can be organised. | To recognise and explore how sounds can be organised.<br>To identify and organise sounds using simple criteria e.g. loud, soft, high, low. | To begin to explore, choose and order sounds using the inter-related dimensions of music*. | <b>Explore, choose, combine and organise musical ideas with musical structures</b>                                                                         | To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. | To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.       |                                                                                                             |                                                                                                                                                  |
| <b>Responding and reviewing appraising skills.</b>                                                                  |                                                       |                                                                                                                                            |                                                                                            |                                                                                                                                                            |                                                                                      |                                                                                                            |                                                                                                             |                                                                                                                                                  |
| <b>Explore and express ideas and feelings about music using movement, dance and expressive and musical language</b> | To show how music makes you feel or want to move.     | To talk about how music makes you feel or want to move.                                                                                    | To respond to different moods in music and explain thinking about changes in sound.        | <b>Analyse and compare sounds.</b><br><b>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.</b> | To explore and comment on the ways sounds can be used expressively.                  | To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. | To describe, compare and evaluate different types of music beginning to use the correct musical vocabulary. | To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. |
| <b>To make improvements to my own work</b>                                                                          | To recognise when mistakes are made.                  | To think about and make simple suggestions about what could make their own work better. e.g. play slower with more confidence              |                                                                                            | <b>To reflect on and improve own and others work in relation to its intended</b>                                                                           | To comment on the effectiveness of their work, identifying and making                | To comment on the effectiveness of their work, identifying and making                                      | To comment on the success of their own                                                                      | To evaluate the success of their own and others work, suggesting                                                                                 |

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|  |  | To identify what improvement could be made to their own work and make these changes, including altering use of voice, playing of and choice of instruments. | <b>effect.</b> | improvement. | improvements based on its intended outcome. | and others work, suggesting improvement based on intended outcomes. | specific improvements based on intended outcomes and comment on how this could be achieved. |
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**Listening and applying knowledge and understanding**

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| <b>To listen with concentration and recall sounds within increasing aural memory</b>                                                                                              | To listen to and copy back simple rhythmic patterns. | To begin to identify simple repeated patterns and follow basic musical instructions.            | To identify and recognise repeated patterns and follow a wider range of musical instructions. | <b>To listen with attention to detail and to internalise and recall sounds.</b>                                                                                                                                   | To listen with attention and begin to recall sounds.                                             | To listen to and recall patterns of sounds with increasing accuracy.             | To listen to and recall a range of sounds and patterns of sounds confidently.                      | To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.      |
| <b>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</b> | To recognise some differences in music by listening. | To begin to understand that musical elements can be used to create different moods and effects. | To understand how musical elements create different moods and effects.                        | <b>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</b> | To begin to understand how different musical elements are combined and used to create an effect. | To understand how different musical elements are combined and used expressively. | To begin to identify the relationship between sounds and how music can reflect different meanings. | To identify and explore the relationship between sounds and how music can reflect different meanings. |
| <b>To understand that sounds can be made in</b>                                                                                                                                   |                                                      | To begin to represent sounds with                                                               | To confidently represent sounds with a                                                        | <b>To know that music is produced in</b>                                                                                                                                                                          | To begin to recognise simple notations                                                           | To understand and begin to use established                                       | To recognise and use a range of                                                                    | To use and apply a range of musical                                                                   |

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| <b>different ways and describe using given and invented signs and symbols</b> |                                                              | simple sounds including shapes and marks.                                               | range of symbols, shapes or marks.                                                                                                                                                              | <b>different ways and described through relevant established and invented notations.</b> | to represent music including pitch and dynamics.                                                              | and invented musical notation to represent music.                                                                                             | musical notations including staff notation and guitar tab.                                                                                                                                        | notations including staff notation, to plan, revise and refine musical material.                                                                                                                                |
| <b>To know how music is used for purposes</b>                                 | To listen to short simple pieces of music and talk about it. | To listen to short simple pieces of music and talk about when and why they may hear it. | To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. <i>'It's quiet and smooth so it would be good for a lullaby.'</i> | <b>To understand how time and place can influence the way music is created.</b>          | To listen to and begin to respond to music drawn from different traditions and great composers and musicians. | To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. | To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. | To develop an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effect the way that music is created and performed. |

**Inter-related dimensions of music (dynamics):**

- Pulse – steady beat of a piece of music
- Pitch - the melody and the way the notes change from low to high and vice versa
- Rhythm - a pattern of long and short sounds in a piece of music
- Dynamics – the volume of music
- Tempo – the speed of the music
- Timbre – the tone quality of the music
- Texture – the different layers in piece of music
- Structure – the overall plan of a piece of music