

Moorlands MUSIC Progression of skills

PERFORMING = Singing and Playing

LISTENING

IMPROVISING

COMPOSING

THE HISTORY OF MUSIC

MUSICAL UNDERSTANDING

Inter-related dimensions of music:

Pitch

Duration

Dynamics

Tempo

Timbre

Texture (including harmony and tonality)

Structure

Appropriate musical notation

Music Technology

National Curriculum –

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims The national curriculum for music aims to 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 the great composers and musicians
- ♣ 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
- ♣ 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.

Key stage 1:

Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and untuned instruments musically
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music.

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing - Singing	Sing with actions to a small audience, starting and stopping correctly.	Join in with group singing, showing an awareness of rhythm, timings and using expression.	Sing in tune with expression and dynamics. Sing short songs from memory and simple rounds.	Sing rounds and part songs from different genres with confidence and in tune.	Sing more difficult songs and a range of part songs with breath control, diction, expression and timing.	Sing rounds, part songs, simple harmonies and drones or melodic ostinatos in a variety of musical styles with accuracy, fluency and control and expression.	Sing more complex songs with harmonies with confidence and control.
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing - Playing	Stop and start playing at the right time and perform to a small audience with a group.	Experiment with timbres, sounds and melodies on untuned and tuned percussion instruments, copying back rhythmic phrases, finding the pulse and responding to instructions about dynamics and tempo. Perform using simple graphic notation.	Play and perform longer rhythmic patterns on untuned percussion, considering pulse dynamics and tempo, and play simple patterns on tuned instruments with increasing control. Perform using graphic scores and letter notation.	Perform confidently, individually and in a group showing understanding of the effect of rhythm, pitch and dynamics Be able to identify and perform from basic symbols of notation and letter notation.	Play instruments with care and in time with peers, with melodic accuracy and rhythmic control (including playing syncopated rhythms). Begin to read from basic western notation.	Confidently perform a piece of music as a group (including playing chords), using a range of different instruments, showing an awareness of expression, balance, timing, pitch and dynamics. Read and perform from a range of different notations (graphic scores, stave notation)	Play confidently, independently and in a group (including solos) following a conductor's cues, while demonstrating musical quality, technical accuracy, an understanding of the interrelated dimensions of music, communication skills. Read and perform from a range of different notations (graphic scores, stave notation)

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	Respond to music, suggest actions to songs, follow a beat and repeat a rhythm using bodies and untuned percussion, understanding that different instruments make different sounds.	Discuss instruments, mood, changes of live and recorded pieces of music, comparing pieces and expressing a basic opinion. Repeat short, simple rhythmic patterns.	Listen with concentration to the compositions of others and live and recorded music, identifying changes in pitch and tempo, and begin to use musical vocabulary to describe and suggest improvements.	Respond to own and others work offering and accepting feedback and suggestions and listen to, and give an opinion on, a range of live and recorded music from different traditions, genres, styles and times, using some musical vocabulary to describe the timbre, dynamic and texture of a piece.	Offer comments and ways to improve own and others' work, accepting feedback and suggestions and listen to, and identify common features between, a range of live and recorded music from different traditions, genres, styles and times, responding by describing the effect of the interrelated dimensions of music.	Give a specific critique with justifications of own and other's work and listen to a range of live and recorded music from different traditions, genres, styles and times, responding by comparing, discussing and evaluating both the music and the lyrics, in their cultural and social context, using specific musical vocabulary.	Give a specific critique with justifications of own and other's work, using detailed vocabulary of inter-related musical dimensions and listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately and identifying how features can complement each other and how stylistic features are influence by aspects outside of music (sport, the Arts etc)

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Improvising	Experiment with classroom objects, body percussion, vocal sounds and untuned instruments to respond to, and make, music.	Experiment with tuned and untuned instruments.	Experiment with tuned and untuned instruments, improvising with a theme in mind.	Experiment with tuned and untuned instruments, improvising using rhythms and melody.	Create and refine musical improvisations using more complex rhythms and melody within a given style and create accompaniments for tunes.	Create and refine musical improvisations with awareness of musical structure within a given style.	Improvise coherently and creatively, refining melodies and rhythms, incorporating the feature of a given style and showing an awareness of different styles and genres.
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Composing	Use vocal sounds, body percussion and untuned percussion to respond to, and make, music.	Create and choose sounds (vocal and instrumental), short pieces and simple melodies using untuned and tuned percussion in response to given starting points and within a given structure, considering dynamics and tempo and beginning to make improvements suggested by the teacher. Use simple symbols to represent sounds.	Create short sequences of sound, soundscapes and simple melodies of 5 or more notes (using both long and short sounds) in response to given starting points and creating an intended effect, considering dynamics and tempo and beginning to suggest improvements to their own work. Use symbols and letter names to represent sounds and compositions.	Communicate thoughts, ideas and feelings through layered compositions and soundscapes using simple rhythmic patterns and melodies in a given style, using voices and/or instruments and suggest and implement improvements to their own work, using musical vocabulary. Use musical symbols and notation to record and create compositions.	Create layers of sound and songs with melodic and rhythmic patterns, using voice, instruments and technology and suggest improvements to others' work, using musical vocabulary. Use musical symbols and notation to record and create compositions.	Combine rhythmic patterns into a multi-layered composition, showing an understanding of structure, using all the inter-related dimensions of music to add musical interest having discussed and refined musical choices. Use different notations to record and create (Graphic scores, stave notation)	Compose rhythmic and melodic ideas within clear structures by exploring, selecting, combining and manipulating a range of different sounds, including technological sounds to create compositions and constructively critique their own and others' work using musical vocabulary. Use different kinds of notations to record music (Graphic scores, stave notation)

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
The History of Music				Understand that music from different times has different features.	Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time.	Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.
	YEAR 1 + 2		Year 3 + 4		YEAR 5 + 6		
Musical Understanding	Pupils understand that different instruments are used to provide different sounds, and for different effects. They recognise different genres key features and their impact.		Pupils understand the ways that sounds can be combined and used expressively. They recognise how the different musical elements are combined and make improvements to their work, commenting on the intended effect		Pupils understand the overall effect of playing with others. They can understand, explain and compile ideas when performing. Ideas are refined by listening and musical preferences or changes in the composition are justified		

The Inter-related dimension of Music

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pitch	Understand what 'high' and 'low' notes are.	Understand and recognise pitch - high and low sounds, use tuned percussion to explore pitch and start to match pitches heard with some accuracy in the voice.	Understand that a melody is made up of high and low pitched notes making a tune and that tuned instruments have different ranges of pitches. Replicate lower or higher vocal sounds with increasing accuracy.	Know that the group of pitches is called its "key" and start to recognise rising and falling patterns and create and play pentatonic patterns. Sing songs with a wider range of notes with greater vocal control.	Know that the bass line is the lowest pitch and that "changing key" means making a melody higher or lower pitched. Select and create music using major, minor and pentatonic scales.	Understand the effects of using a minor key or major chords. Sing and play songs with larger leaps and harmonies.	Understand the role of the treble and bass clef and know that a melody can be adapted by changing its pitch and accurately sing syncopated melodies.
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Duration	To recognise that different sounds can be long or short.	Know that a rhythm means a pattern of long and short notes and repeat copycat rhythm and word patterns, using voices and body percussion such as clapping. Experience different time signatures eg marching or waltz	Know that 'duration' means how long a note, phrase or whole piece of music lasts and create and play own rhythm and word patterns, using the idea that long and short sounds of a spoken phrase can be represented by rhythm Sing and play a variety of songs in $\frac{3}{4}$ and $\frac{4}{4}$	Know that written music tells you how long to play a note for and that different notes have different durations, for example that crotchets are worth one whole beat and quavers are worth half a beat. Play/perform songs with clear downbeats.	To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed and to begin to use "bars", crotchets, quavers, minims, crotchet and minim rests in performing.	Begin to understand off-beats and syncopation and use semibreves alongside notes of other durations.	Become more confident with a range of beats (such as breakbeats, syncopation, beats across the barline, swing beats) and use crotchet, dotted crotchets, minims, dotted minims, quavers, rests of different lengths in pieces of different time signatures.

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Dynamics	Understand that instruments can be played loudly or softly.	Know that dynamics means how loud or soft a sound is and hear, recognise, sing and play loud and quiet sounds, responding to leaders instructions, selecting appropriate dynamics for compositions and adapting the sounds to change to mood.	Know that dynamics can change the effect a sound has on the audience and sing and play using crescendo and diminuendo responding to leaders instructions.	Understand the terms <i>forte</i> and <i>piano</i> and select a dynamic for a reason, using dynamics to play with expression.	Select a sound for a reason (using music terms: <i>forte</i> , <i>piano crescendo</i> <i>diminuendo</i>)	Consider how music can change in dynamic to set the scene, and understand and use the musical terms: pianissimo, piano, forte, fortissimo, crescendo and diminuendo, legato (smooth), staccato (detached)	Recognise, perform and compose confidently with the following; Pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and diminuendo, knowing that a melody can be adapted by changing its dynamics.
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Tempo	Recognise music that is 'fast' or 'slow' and match body movements to the speed (tempo) or pulse (beat) of music.	Understand the meaning of the words pulse and tempo and move or play untuned percussion or body percussion to the pulse at the correct tempo, recognising whether it is fast or slow.	Feel, play and recognise the pulse independently and changes to the tempo when listening to music and select the appropriate tempo when composing or performing, understanding the effect a change of tempo can have.	Play together as a class with a clear understanding of pulse & tempo in a variety of styles and genres.	Know that playing in time means all performers playing together at the same speed and listen and change tempo with the music as it happens.	Understand the importance of tempo for particular genres of music and for varying effects.	Understand how tempo can be selected and used to create a different picture and begin to use musical terminology linked to changes in tempo (accelerando, rallentando, allegro, adagio)

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Timbre	Know that different instruments can sound like a particular character.	Know that 'timbre' means the quality of a sound and experiment with different instruments and voices to create different timbres, that could help to tell a story.	Recognise instruments from a wider range of genres and different family groups and be able to select an appropriate timbre to create a mood or make a sound effect when playing and composing.	Develop recognition of the names of instruments and the different genres/types of music and be able to select the right timbre for composing, understanding that the choice can affect the mood and style of a piece of music.	Experiment with instruments to see how different playing techniques can make different sounds and develop recognition of the sounds of instruments (including non-traditional instruments and sounds produced using technology), using this knowledge to create "texture"	Explore different combinations of sounds, using instruments and the human voice to create rhythmic patterns using different timbres for certain moods or effects.	Further develop recognition of sounds of instruments and select the correct sound for a composition, using a variety of playing techniques to create different timbres (including use of music technology)
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Texture (including harmony and tonality)	Know that music often has more than one instrument being played at a time.	Know that music has layers called 'texture', working in a single line texture when performing and composing and sing a melody with an accompaniment.	Create layered texture to produce a soundscape and more than one ostinato together (e.g. pulse and rhythm), understanding that a graphic score can show "texture" and layers	Know that many types of music consist of more than one layer of sound and introduce the concept of major and minor tonality, making the link with emotions.	Create texture within a composition, showing understanding of how sounds fit together and selecting the sounds for a reason.	Know the meaning of the terms: solo, duet, melody and accompaniment and create layers of rhythmic patterns with a background pulse and understand the meaning of, and play, harmonies, chords	Show and use the concept of texture in performances and compositions, performing music in 3 and 4 parts (polyphony), including pieces combining melody, rhythms and chords, and in rounds, songs with harmony and pieces with a counter-melody.

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Structure	Recognise the chorus in a familiar song.	Play and respond using call and response phrases and recognise the pattern of verse and chorus.	Understand that structure means the organisation of sounds within music and apply call and response, and experiment with different forms of repeating patterns and sequences when composing.	Know that music from different places often has different structural features and apply these to compositions (e.g. drones) and use call and response, echo, question and answer phrases and perform rounds.	Be aware of structure in a piece of music and be able to apply a similar structure to own compositions, choosing, ordering and combining sounds carefully to create music with a range of instruments that uses repetition and has a clear beginning, middle and end.	Know that a loop is a repeated rhythm or melody, and apply knowledge of different structures to own compositions.	Analyse and compose music with multiple sections, including a song using a verse/chorus structure that clearly conveys the link between the lyrics and the melody.
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Musical notation	To know that signals can tell us when to start or stop playing.	Understand that music can be represented by pictures or symbols and invent own symbols to play from and use these to create simple graphic scores.	Know that 'notation' means writing music down so that someone else can play it and use graphic scores and letter notation to play and compose, while experiencing and discussing music written on a stave.	Continue to develop use of non-standard symbols and letter notation and begin to understand how "reading music" means knowing that stave notation shows the pitch and duration of a note, using crotchets, quavers and crotchet rests with support when playing and composing.	Develop use of basic stave notation, recognising the notes EGBFD and FACE on a stave, use minims and minim rests, and beginning to recognise semibreves, and know that 'performance directions' are words added to music notation to tell the performers how to play.	Explore the different positions of notes in staff notation and the pitch they represent, including the use of sharp and flat symbols, and begin to use this knowledge to play and compose, adding semibreves and semibreve rests to the repertoire of notes.	Understand and compare 'graphic notation' and 'staff notation' and use a range of note lengths and rests.

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Music Technology	Watch rhythm, rhyme and song videos and use technology to capture performances and watch them back.	Use technological resources to listen and respond to Music and to capture performances and watch them back.	Use music apps and websites to compose simple ostinatos and use technology to capture performances and watch them back.	Use YouTube to find music for a purpose, music apps and websites to compose and technology to capture performances, watch them back and evaluate.	Use Music technology to create soundscapes and add abstract sound effects and to capture performances, watch them back and evaluate.	Use a variety of online technological resources (ie online pianos, metronomes, drum rhythms etc) to support musical development, apps and websites to create, edit and refine music and technology to capture performances, watch them back and evaluate.	Use a variety of technological resources to create backing beats, rhythms and melodies, to explore chords and to experiment with structure and texture and use technology to capture performances, watch them back and evaluate.