



Leedstown Music Skills Progression Year 1 - Year 6

| | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
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| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Creating & Developing Musical Ideas (Composing) | <p>Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).</p> | <p>Carefully choose sounds to achieve an effect (including use of technology). Order sounds to create an effect (structure- beginnings/endings). Create short musical patterns. Create sequences of long and short sounds- rhythmic patterns (duration). Control playing instruments so they sound as they should. Use pitch changes to communicate an idea. Start to compose with two or three notes.</p> | <p>Use sound to create abstract effects (including using technology). Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, combine and control sounds (texture/ structure). Compose and perform melodies using two or three notes.</p> | <p>Make creative use of the way sounds can be changed, organised and controlled (including using technology). Create accompaniments for tunes using drones or melodic ostinati (riffs). Create rhythmic patterns with awareness of timbre and duration. Compose and perform melodies using three or four notes.</p> | <p>Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs with an awareness of structure. Identify where to place emphasis and accents in a song to create effects (duration). Compose and perform melodies using four or five notes.</p> | <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Use technology to organise musical ideas (where appropriate). (Combine all musical dimensions). Compose and perform melodies using five or more notes.</p> |
| Controlling sounds through singing and playing (Performing) | <p>Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds. Imitate changes in pitch– high and low.</p> | <p>Sing songs in ensemble following the tune (melody) well. Use voice to good effect understanding the importance of warming up first. Perform in ensemble with instructions from the leader. Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation .</p> | <p>Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble. Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes</p> | <p>Sing in tune, breathe well, pronounce words, change pitch and dynamics. Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes.</p> | <p>Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Improvise on own with increasing aural memory.</p> | <p>Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale.</p> |
| Responding & Reviewing | <p>Hear the pulse in music. Hear different moods in</p> | <p>Identify the pulse in music. Recognise changes in timbre</p> | <p>Internalise the pulse in music.</p> | <p>Know the pulse stays the same but rhythm changes in</p> | <p>Know how pulse, rhythm and pitch fit together.</p> | <p>Know how the other dimensions of music are</p> |



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| <p>(Appraising)</p> | <p>music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> | <p>(sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments.</p> | <p>Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving.</p> | <p>a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres.</p> | <p>Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others’ music.</p> | <p>interwoven through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others’ work.</p> |
| <p>Listening & applying Knowledge and Understanding</p> | <p>Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.</p> | <p>Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch to organise music. Change sounds to suit a situation. Make own sounds and symbols to make and record music. Start to look at basic formal notation- play by ear first. Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p> | <p>Use musical dimensions together to compose music. Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound then- symbol approach. Use silence for effect and know symbol for a rest (duration). Describe different purposes of music in history/ other cultures - give own thoughts/ideas after shared class/groups discussions.</p> | <p>Combine sounds expressively (all dimensions). Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Know that sense of occasion affects performance. Describe different purposes of music in history/ other cultures - share own ideas/thoughts and back up their reasoning.</p> | <p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read/ work out the musical stave (notes as Year 4). Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Describe different purposes of music in history/ other cultures - explain thoughts and ideas clearly.</p> | <p>Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own music (adding dotted quavers). Use different venues and occasions to vary performances. (Combining all musical dimensions). Describe different purposes of music in history/ other cultures - explain thoughts and reasoning clearly, linking ideas back to previous learning.</p> |