

Loxdale Primary School Skills Progression

Subject Area: Music Key Stage Two



Pupils should be taught to:

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.

- 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 3	Year 4	Year 5	Year 6
Listen and Appraise	<ul style="list-style-type: none"> ○ The children can identify basic musical styles and instruments played in songs. ○ The children can find the pulse, the steady beat to the music they are listening to and understand what that means. ○ The children can more consistently use accurate musical language to describe and talk about music. ○ The children can listen to other ideas about music and respect those ideas and feelings. ○ The children will continue to realise/understand and show how pulse, rhythm and pitch fit together. 	<ul style="list-style-type: none"> ○ The children can identify basic musical styles and instruments played in songs. ○ The children will find the pulse, the steady beat to the music they are listening to and understand what that means. ○ The children will more consistently use accurate musical language to describe and talk about music. ○ The children will listen to other ideas about music and respect those ideas and feelings. ○ The children will continue to realise/understand and show how pulse, rhythm and pitch fit together. 	<ul style="list-style-type: none"> ○ The children can identify basic musical styles and instruments played in songs in greater depth. ○ The children will find the pulse confidently and innately, of the music they are listening to and understand what that means. ○ The children will use accurate musical language to describe and talk about music. ○ The children will listen to other ideas about music and respect those ideas and feelings. ○ The children will continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. This will include tempo, dynamics, timbre, texture and structure if possible. 	<ul style="list-style-type: none"> ○ The children can identify basic musical styles and instruments played in songs in greater depth. ○ The children will find the pulse confidently and innately, of the music they are listening to and understand what that means. ○ The children will use accurate musical language confidently and with understanding to describe and talk about music. ○ The children will listen to other ideas about music and respect those ideas and feelings. ○ The children will continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. This will include tempo, dynamics, timbre, texture and structure if possible.

- The children can find and internalise the pulse on their own and stay in time.
- The children can demonstrate how they find/feel the pulse, with ease. The children will demonstrate a fast and slow pulse.
- The children can demonstrate more confidently how pulse, rhythm and pitch work together. They can copy a simple rhythm over the pulse and sing/play back over the Games Track in time on the Charanga scheme used,
- The children can clap/play simple rhythms/copy one-two note pitches confidently and create their own rhythm when asked. The children can lead others if asked.
- The children will have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.

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- The children will clap/play rhythms/copy one to two note pitches confidently and create their own rhythm when asked. The children can lead others if asked.
- The children will have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.

Musical Activities b: Singing

- The children will learn how to work together as part of a group and with their friends, developing the confidence to sing alone.
- The children will learn the importance of warming up their voices and to establish a good singing position.
- The children will learn to perform a song stylistically and as musically as they can.
- The children will sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts.
- The children will learn how to follow a leader/conductor confidently.

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- The children will learn how to follow a leader/conductor confidently.

- The children can understand how to work together as part of a group and in an ensemble or, as a soloist.
- The children will to understand the importance of warming up their voices and to establish a good singing position.
- The children will perform and interpret a song stylistically and as musically as you can.
- The children will sing with a good sense of the pulse internally and sing together and in time with the group. The children will understand the importance of clear diction and tuning.
- The children can follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. The children can lead the group themselves.

- The children can understand how to work together as part of a group and in an ensemble or, as a soloist.
- The children will continue to understand the importance of warming up their voices and to establish a good singing position.
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Musical Activities c: Playing

- The children will use notation if appropriate. The children will continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. The children will play with more knowledge and confidence.
- The children will move between differentiated parts as required using a sound-before-symbol approach. The children will use notation if appropriate.
- The children will continue to respond to basic musical cues from the leader/conductor.
- The children will continue to treat their instrument with respect and care and to play it correctly.
- The children will play more confidently as part of their ensemble/group with a sound before-symbol (by ear) approach or, with notation if appropriate.

- The children will continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. The children will play with more knowledge, confidence and ease.
- The children will move between differentiated parts as required using a sound-before-symbol approach. The children will use notation if appropriate.
- The children will continue to respond to basic musical cues from the leader/conductor. The children will follow the leader confidently.
- The children will continue to treat their instrument with respect and care and to play it correctly.
- The children will play more confidently as part of their ensemble/group with a sound-before-symbol (by ear) approach or, with notation If appropriate.

- The children will continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. The children will play with more knowledge, confidence, ease and enjoyment.
- The children will move between differentiated parts as required using a sound-before-symbol approach. The children will use notation if appropriate.
- The children will demonstrate confidence and fluency when playing their instrument in a solo or ensemble context.
- The children will continue to treat their instrument with respect and care and to play it correctly.
- The children will play more confidently as part of their ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.

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Musical Activities d: Improvisation

- The children will continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.
- The children will deepen their understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing.
- The children will continue to improvise using very simple patterns on their instrument and/or voice.
- The children will continue to create their own simple rhythmic patterns that lead to melodies in a group or a solo situation.
- The children will continue to perform their own rhythms and melodies with confidence and understanding in the group. The children will improvise using two notes with confidence.

- The children will continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.
- The children will deepen their understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, you can sing.
- The children will continue to improvise using very simple patterns on their instrument and/or voice.
- The children will continue to create their own simple rhythmic patterns that lead to melodies in a group or a solo situation.
- The children will continue to perform their own rhythms and melodies with confidence and understanding in the group. The children will improvise using two notes with confidence.

- The children will continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.
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- The children will continue to improvise using simple patterns on their instrument and/or voice.
- The children will continue to create their own more complex rhythmic patterns that lead to melodies in a group or a solo situation.
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- The children will continue to improvise using simple patterns on your instrument and/or voice.
- The children will continue to create their own more complex rhythmic patterns that lead to melodies in a group or a solo situation.
- The children will continue to perform their own rhythms and melodies with confidence and understanding in the group. The children will improvise using up to three or more notes with greater confidence.

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| <ul style="list-style-type: none"> ○ The children will remember. The children will continue to create their own more complex melodies (usually in a group) within the context of the song that is being learnt. ○ The children will move beyond composing using two notes, increasing to three notes if appropriate. ○ The children will record the composition in any way appropriate. The children will notate music in different ways, using graphic/pictorial notation, video, ICT. ○ The children will musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), ○ The children will continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember. | <ul style="list-style-type: none"> ○ The children will continue to create their own more complex melodies (usually in a group) within the context of the song that is being learnt. ○ The children will move beyond composing using two notes, increasing to three notes if appropriate. ○ The children will record the composition in any way appropriate. The children will notate music in different ways, using graphic/pictorial notation, video, ICT. ○ The children will musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), and higher (pitch). ○ The children will continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember. | <ul style="list-style-type: none"> ○ The children will create their own more complex melodies within the context of the song that is being learnt. ○ The children will move beyond composing using two notes, increasing to three notes then five if appropriate. ○ The children will use voice, sounds, technology and instruments in creative ways. The children will record the composition in any way appropriate. ○ The children will continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. ○ The children will recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate. | <ul style="list-style-type: none"> ○ The children will confidently create their own melodies within the context of the song that is being learnt and do this with deeper understanding. ○ The children will move beyond composing using two notes, increasing to three notes then five if appropriate. ○ The children will use voice, sounds, technology and instruments in creative ways. The children will record the composition in any way appropriate. ○ The children will continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. ○ The children will recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate |
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| <ul style="list-style-type: none"> ○ The children will continue to work together as part of an ensemble/band. The children will follow the conductor/band leader. ○ The children will perform what they have learnt to other people. ○ The children will play their instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. ○ The children will perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. The children will understand everything you have learnt fits together. ○ The children will practise, rehearse and present performances with awareness of an audience. ○ The children will begin to realise that performance can influence how music is presented. ○ The children will try to communicate their ideas, thoughts and feelings through simple musical demonstration. ○ The children will watch a recording and/or discuss the performance. ○ The children will offer helpful and thoughtful comments and feedback about others. | <ul style="list-style-type: none"> ○ The children will present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. ○ The children will perform what they have learnt to other people. The children will play their instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. ○ The children will perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. The children will understand everything you have learnt fits together. ○ The children will practise, rehearse and present performances with awareness of an audience. ○ The children will begin to realise that performance can influence how music is presented. ○ The children will try to communicate their ideas, thoughts and feelings through simple musical demonstration. ○ The children will watch a recording and/or discuss the performance. ○ The children will offer helpful and thoughtful comments and feedback about others. | <ul style="list-style-type: none"> ○ The children will present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. ○ The children will perform what they have learnt to an audience. The children will play their instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. ○ The children will perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. The children will understand everything they have learnt fits together. ○ The children will practise, rehearse and present performances with awareness of an audience. ○ The children will understand begin to realise that performance can influence how music is presented. Communicate their ideas, thoughts and feelings through simple musical demonstration. ○ The children will watch a recording and/or discuss the performance. The children will understand offer helpful and thoughtful comments and feedback about others. | <ul style="list-style-type: none"> ○ The children will perform what they learnt to an audience. Play their instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. ○ The children will perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. The children will understand everything they have learnt fits together. ○ The children will practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate their ideas, thoughts and feelings through simple musical demonstration. ○ The children will watch a recording and/or discuss the performance. The children will understand offer helpful and thoughtful |
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