

Music Key Skills Progression Chart

NC	Year 3	Year 4	Year 5	Year 6
Play and Perform	<ul style="list-style-type: none"> ▪ Sing songs from memory with accurate pitch and in tune. ▪ Show control in voice and pronounce the words in a song clearly (diction). ▪ Maintain simple melodic and rhythmic parts 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. ▪ Perform with confidence 	<ul style="list-style-type: none"> ▪ Sing songs from memory 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, growing in sophistication. ▪ Play notes on instruments with care so they sound clear. 	<ul style="list-style-type: none"> ▪ Show control, phrasing and expression in singing demonstrating an understanding of the relationship between lyrics and melody. ▪ Perform songs with an awareness of the meaning of the words. ▪ Hold part in a round (pitch/structure). ▪ Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). ▪ Whilst performing by ear and from notations, maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect. ▪ Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. ▪ Improvise on own with increasing aural memory. 	<ul style="list-style-type: none"> ▪ Perform significant parts from memory and from notations with awareness of my own contribution. ▪ Take turns to lead a group. ▪ Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. ▪ Refine and improve my own work. ▪ Perform alone and in a group, displaying a variety of techniques. ▪ Play more complex instrumental parts. ▪ Improvise using 5 notes of the pentatonic scale.
Improvise and compose	<ul style="list-style-type: none"> ▪ Compose and perform melodies using two or three notes. ▪ Use sound to create abstract effects (including using ICT). ▪ Create/ improvise repeated patterns (ostinati) with a range of instruments. ▪ Create short musical patterns with long and short sequences and rhythmic phrases. ▪ Effectively choose, order, combine and control sounds (texture/ structure) to achieve an effect. . ▪ To compose music that combines musical dimensions – duration, timbre, pitch, dynamics, tempo, texture, structure. 	<ul style="list-style-type: none"> ▪ Compose and perform melodies using three or four notes. ▪ Make creative use of the way sounds can be changed, organised and controlled (including ICT). ▪ Carefully choose order, combine and control sounds with awareness of their combined effect ▪ Create accompaniments for tunes using drones or melodic ostinati (riffs). ▪ Use sound to create abstract effects. ▪ Create (dotted) rhythmic patterns with awareness of timbre and duration with a range of instruments. ▪ Combine sounds expressively (all dimensions - duration, timbre, pitch, dynamics, tempo, texture, structure.). 	<ul style="list-style-type: none"> ▪ Compose and perform melodies using four or five notes. ▪ Use a variety of different musical devices including melody, rhythms and chords. ▪ Record own compositions. ▪ Create own songs (raps- structure). ▪ Identify where to place emphasis and accents in a song to create effects (duration). ▪ Use different venues and occasions to vary my performances. <ul style="list-style-type: none"> ▪ Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). ▪ Improvise melodic and rhythmic phases as part of a group performance. ▪ Improvise within a group. 	<ul style="list-style-type: none"> ▪ Use a variety of different musical devices including melody (using five or more notes), rhythms, and chords. ▪ Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. ▪ Create music reflecting given intentions and record using standard notation (adding dotted quavers). ▪ Use ICT to organise musical ideas (where appropriate). ▪ Combine all musical dimensions. ▪ Use different venues and occasions to vary my performances. ▪ Improvise melodic and rhythmic material within given structures. ▪ Create my own musical patterns.

NC	Year 3	Year 4	Year 5	Year 5
Listen with attention to detail and recall sounds	<ul style="list-style-type: none"> ▪ Internalise the pulse in music. ▪ Know the difference between pulse and rhythm. ▪ Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure. ▪ To notice and explore the way sounds can be combined and used expressively. ▪ Use these words to identify where music works well/ needs improving. ▪ Listen to different types of composers and musicians. 	<ul style="list-style-type: none"> ▪ Know how pulse stays the same but rhythm changes in 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. ▪ To notice, analyse and explore the way sounds can be combined and used expressively. ▪ To comment on musicians use of technique to create effect. ▪ Identify orchestral family timbres. ▪ Identify cyclic patterns. 	<ul style="list-style-type: none"> ▪ Know how pulse, rhythm and pitch fit together. ▪ 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). ▪ Notice and explore the relationship between sounds. ▪ Notice and explore how music reflects different intentions. ▪ Use these words to identify strengths and weaknesses in own and others’ music. 	<ul style="list-style-type: none"> ▪ Know how the other dimensions of music are sprinkled through songs and pieces of music. ▪ Use musical vocabulary (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) confidently to describe music. ▪ Notice, comment on and compare the use of musical devices. ▪ Notice, comment on and compare the relationship between sounds. ▪ Notice, comment on, compare and explore how music reflects different intentions. ▪ 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.
Use and understand staff and other musical notation	<ul style="list-style-type: none"> • Use Staff and musical notation when composing work. • 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). 	<ul style="list-style-type: none"> • Use Staff and musical notation when composing work. • Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). • Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play. • Read the musical stave and can work out the notes, EGBDF and FACE. • Draw a treble clef at the correct position on the stave. 	<ul style="list-style-type: none"> • Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). • Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play. • Read the musical stave and can work out the notes, EGBDF and FACE. • Draw a treble clef at the correct position on the stave. 	<ul style="list-style-type: none"> • Use of a variety of notation when performing and composing. • Compose music for different occasions appropriate musical devices. • Quickly read notes and know how many beats they represent. • Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence). • Describe music using musical words and use this to identify strengths and weaknesses in music.
Appreciate and understand wide range of live and recorded music	<ul style="list-style-type: none"> ▪ Begin to recognise and identify instruments being played. ▪ Comment on likes and dislikes. ▪ Recognise how musical elements can be used together to compose music. ▪ Listen to different types of composers and musicians. 	<ul style="list-style-type: none"> ▪ Begin to recognise and identify instruments and numbers of instruments and voices being played. ▪ Compare music and express growing tastes in music. ▪ Explain how musical elements can be used together to compose music. 	<ul style="list-style-type: none"> ▪ Compare and evaluate different kinds of music using appropriate musical vocabulary. ▪ Explain and evaluate how musical elements, features and styles can be used together to compose music. 	<ul style="list-style-type: none"> ▪ Analyse and compare musical features choosing appropriate musical vocabulary. ▪ Explain and evaluate how musical elements, features and styles can be used together to compose music.
Develop an understanding of the history of music	<ul style="list-style-type: none"> ▪ Describe the different purposes of music throughout history and in other cultures. ▪ Understand that the sense of occasion affects the performance. 	<ul style="list-style-type: none"> ▪ Understand that the sense of occasion affects the performance. ▪ Combine sounds expressively 	<ul style="list-style-type: none"> ▪ Understand the different cultural meanings and purposes of music, including contemporary culture. 	<ul style="list-style-type: none"> ▪ Notice and explore how music reflects time, place and culture. ▪ Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural