

MUSIC CURRICULUM SKILLS PROGRESSION 2023-24						
	Singing	Listening	Performance	Composition	Notation	ICT
Year 1	Join in class singing, chants and rhymes with increasing confidence.	Respond to defined changes in music (e.g. mood, pitch, dynamics) with movement.	Can hold and play a range of percussion instruments with control. Maintain a steady beat as part of a group.	Create and choose sounds in response to given starting points.	Recognise how simple graphic notation can represent sounds	
Year 2	Sing with increasing control of pitch, demonstrating a sense of the shape of the melody	Listen to their own compositions and those of others and share their own responses.	Can play simple patterns on tuned and untuned percussion instruments with increasing control.	Create short sequences of sounds in response to given starting points.	Use simple symbols to represent sounds	Use music technology to capture, change and combine sounds.
Year 3	Sing songs in a variety of styles with accuracy of pitch	Describe and evaluate a range of music, including their own composition, peer compositions and music from different genres.	Sustain a simple instrumental part as part of a group	In a group can explore, select and combine musical sounds that fulfil a given criteria e.g. structure, effect or mood.	Record composition using graphic and some forms of conventional notation.	Begin to learn how pitch, duration, timbre and tempo can be manipulated using software.
Year 4	Sing simple rounds and part songs with accuracy of pitch, quality of tone and expression.	Compare and contrast music from different genres and cultures using a musical vocabulary.	Use correct two-handed technique and demonstrate control when playing simple parts on tuned instruments.	Recall melodic shapes, harmonic sequences and rhythmic patterns they have created	Understand that a simple stave can show pitch. Recognise the value of crotchets, quavers and minims.	Use ICT software to make musical choices regarding pitch, duration, timbre and tempo.
Year 5	Sustain a vocal line confidently within a group in simple rounds and part songs, with expression, clear diction and accurate pitching	Be able to explain the effects of different musical elements when evaluating their own work.	Sustain a rhythmic line within a group as part of a more complex piece of music.	Develop structural repetition within composition e.g. ostinato, rondo.	Understand that a simple stave can show pitch. Follow simple notation using crotchets, quavers, minims and semibreves.	Use a wider range of music ICT software to explore looping programs
Year 6	Sing more complex songs with expression, clear diction and accurate pitching.	Use a musical vocabulary to explain and justify their own musical preferences.	Maintain own part confidently within a group, performing with expression and an understanding of the overall effect	Compose by developing rhythmic and melodic ideas within musical structure	Extend from Y5 knowledge for those pupils who are ready. Demonstrate more refined use of graphic notation	Use a wider range of music ICT software to explore looping, sampling and recording programs

## Elements of MUSIC SKILLS PROGRESSION

	Pitch	Duration	Dynamics	Tempo	Texture	Timbre	Structure
YearR /1	Identify and respond to high and low sounds	Identify and respond to long sounds short sounds and pulse/ steady beat.	Identify and respond to loud and quiet	identify and respond to fast and slow	identify solo / one part + accompaniment	identify and sort wooden, metal, and skinned instruments by their properties	understand and identify beginning, middle, end and repeating patterns.
Yr 2	Recognize gradations of pitch e.g. going up / coming down	Distinguish between rhythm and steady beat.	Begin to understand getting louder / quieter.	Begin to understand getting faster / slower	Recognize one layer and lots of layers.	Identify how sounds are made e.g. blown/ tapped / shaken /scraped	Understand simple structures e.g. Question and Answer ; ABA or narratives.
Yr3 +4	Distinguish between steps, leaps and repeats in melodies and pentatonic scales.	Consolidate understanding of steady beat. Begin to respond to 2 3 4 metre and basic notation	Consolidate understanding of getting louder/quieter  Begin to use extreme dynamics for expressive effect e.g. loud ending	Consolidate understanding of getting faster/slower  Begin to use extreme tempi for expressive effect e.g. varying tempi to describe movement.	Begin to recognise the number of layers in different textures e.g. solo / unison  Identify the difference between solo/unison/ harmony /layers/drone	Identify special effects  Identify and describe a wider range of instruments.	Identify simple structures e.g A-B-A ; question and answer ; repeating patterns (ostinati)
Yr5 + 6	Understand and use different scale patterns e.g. major / minor / pentatonic / raga / modes	Understand more complex rhythmic patterns and metres e.g. 6/8 or irregular patterns such as 5s / 7s	Understand and use full range of dynamics for expressive effect.	Understand and use full range of tempi for expressive effect.	Understand different types of harmony e.g. ostinato /chord accompaniment	Identify families of instruments and ensemble combinations e.g. jazz band / orchestra / choir	Understand and identify range of structures e.g. phrase/ verse chorus/ motifs / rondo form / theme and variations. etc

- For additional listening suggestions, refer to Model Music Curriculum 2021
- For ICT music links see <https://leicestershiremusichub.org/ks2-music-tech> <https://www.incredibox.com/demo/> <https://musiclab.chromeexperiments.com/> <https://learningmusic.ableton.com/> <http://samplerator.com/> <https://www.audacityteam.org/download/>