



Headlands Primary School: Progression of skills in Music

Strands	Reception	Year 1/2	Year 3/4	Year 5/6
<p>Singing:</p> <ul style="list-style-type: none"> • Warm ups • Breathing • Posture • Dynamics • Phrasing • Context • Vocal health 	<ul style="list-style-type: none"> • Sing, from memory, an increasingly large repertoire of age-appropriate, simple songs, such as nursery rhymes • Try to match the pitch of a song they are listening to, or sung by another person • Have opportunities to sing both in a group, and on their own or with a partner • Begin to understand how they should sit or stand when singing 	<ul style="list-style-type: none"> • Sing songs within the pitch range of a fifth (i.e. do – so) • Rehearse and learn simple songs • Begin to match pitch accurately when singing alone or in a group • Experiment with dynamics and tempo with support • Respond to simple pictorial, verbal and physical directions when singing • Understand how to sit or stand when singing • Within singing, use the inter-related dimensions of music appropriate for phase 	<ul style="list-style-type: none"> • Sing a broad range of songs within the pitch range of an octave (i.e. do – do) • Sing simple two-part rounds and partner songs in different time signatures • Match pitch accurately when singing alone or in a group • Sing in time and on the beat, even in songs where the tempo or beat may change • Within singing, use the inter-related dimensions of music appropriate for phase 	<ul style="list-style-type: none"> • Sing a broad range of songs with varying rhythms and more time signatures • Sing more complex rounds involving three or four parts • Observe rhythm, phrasing and accurate pitch • Sing in the style appropriate for the song • Experiment with simple harmonies (e.g. drones, simple two-part singing) • Within singing, use the inter-related dimensions of music appropriate for phase
<p>Listening:</p> <ul style="list-style-type: none"> • Understanding • Responding • Range of genres and traditions • History of Music (KS2) 	<ul style="list-style-type: none"> • Listen, with increased attention, to sounds and short pieces of music • Try to move in time with the pulse of the music they are singing or listening to • Respond to music with simple movements • Talk about the music they hear, expressing feelings and simple responses 	<ul style="list-style-type: none"> • Listen to a range of live and recorded music, exploring music from different time periods and settings different to their own • Listen to songs linked to a topic or unit, which extend learning and give opportunities to explore music in wider contexts • As a group, and with adult guidance, discuss a piece of music they have heard • Express feelings about a piece of music verbally and with simple pictures • Talk about music they have heard while referencing the inter-related dimensions of music appropriate for phase 	<ul style="list-style-type: none"> • Begin to appreciate and understand the breadth of musical genres and styles, including those from other times and places • Listen, with increasing attention to detail, to longer and more complex pieces of music • Listen to both live and recorded performances, noting differences between them • Provide verbal and simple written responses to music they have heard • Talk about music they have heard while referencing the inter-related dimensions of music appropriate for phase 	<ul style="list-style-type: none"> • Listen to, and appreciate, a wide range of musical styles and genres, including music from different periods of history • Listen, with concentration, to increasingly longer pieces of music • When listening, identify and talk about music in multiple layers (in relation to the inter-related dimensions of music) • Respond to music, explaining their thoughts and feelings, and their reasoning behind them • Talk about both lyrics and melody, including how they make the listener feel, the mood/atmosphere, etc. • Talk about music they have heard while referencing the inter-related dimensions of music appropriate for phase

<p>Composing:</p> <ul style="list-style-type: none"> • Craft simple melodies • Create in groups and individually • Recall melody/harmony 	<ul style="list-style-type: none"> • Create their own simple songs • Improvise a simple song based on one they already know 	<ul style="list-style-type: none"> • With guidance and support, use tuned and untuned instruments, voices and bodies to compose simple, repetitive pieces of music • Have opportunities to compose as a whole class, in small groups, pairs and individually, where appropriate • Compositions include the inter-related dimensions of music appropriate for phase 	<ul style="list-style-type: none"> • With support, use tuned and untuned instruments, voices and bodies to compose short, simple pieces of music • Begin to improvise simple repetitive rhythms and melodies within given criteria • Begin to use simple pictorial representations to record their compositions • Compositions include the inter-related dimensions of music appropriate for phase 	<ul style="list-style-type: none"> • Following given criteria, plan and compose a short piece of music from scratch • Use a wider variety of instruments to compose simple melodies • Compose pieces of music of more complex structures (e.g. verse/chorus, ternary [ABA]) • Improvise simple pieces over a drone or rhythm • Record compositions using creative or graphic notation • Compositions include the inter-related dimensions of music appropriate for phase
<p>Performing:</p> <ul style="list-style-type: none"> • Develop stagecraft • Consider structure • Peer feedback • Opportunities • Reading music notation (KS2) 	<ul style="list-style-type: none"> • With guidance and support, perform songs or rhymes they know within a group • Play instruments with increasing control to express feelings and ideas 	<ul style="list-style-type: none"> • Have opportunities to perform to a partner, small group or whole class as appropriate • Perform to wider audience as part of planned assemblies or performances • Perform simple songs in a group or whole class using simple instruments and/or voices • Performances show understanding of the inter-related dimensions of music appropriate for phase 	<ul style="list-style-type: none"> • Play and perform using both tuned and untuned instruments • Perform as part of assemblies, plays and small groups • Perform pieces which showcase more than one part being sung/played at once • With support, use technology to record and celebrate performances • Performances show understanding of the inter-related dimensions of music appropriate for phase <p>Notation:</p> <ul style="list-style-type: none"> • Recognise the following notation: crotchets, paired quavers, minims and crotchet/quaver rests. • Read notes on a stave (treble clef) within the range of a fifth (i.e. C to G). 	<ul style="list-style-type: none"> • Play and perform using both tuned and untuned instruments • Perform in solo/duet contexts, as well as in an increasing group size • Perform with sympathy to the other members of the ensemble • Perform with increasing accuracy, fluency, control and expression • Use technology to record and celebrate performances • Performances show understanding of the inter-related dimensions of music appropriate for phase <p>Notation:</p> <ul style="list-style-type: none"> • In addition to those in Year 3/4, recognise the following notation: semibreves, semiquavers and minim/semibreve rests. • Read and understand basic time signatures (2/4, 3/4 and 4/4). • Read notes on a stave (treble clef) within the range of an octave (i.e. C to C).

Musicianship:

- Elements of Music
 - Pulse/Beat
 - Rhythm
 - Pitch
 - Dynamics
 - Harmony
 - Melody
 - Tempo
 - Texture
 - Timbre
 - Structure

Pulse and Rhythm:

- Begin to recognise the difference between pulse and rhythm in music
- Notice and respond to them in pieces of music, and have some opportunities to play them

Pitch:

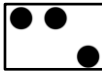
- Know the meaning of pitch, using the terms high and low
- Begin to recognise notes which are higher and lower
- Begin to match pitch when singing with recording or in a group

Pulse and Rhythm:

- Respond to pulse in recorded/live music (Walk, move, clap or play a steady beat, etc.)
- Repeat back rhythms they hear or perform a repeating rhythm they are taught (*ostinati*), in time with a steady beat.

Pitch:

- Recognise pitch in music (match pitch in singing, notice higher/lower sounds in nature and music) and respond physically to pitch changes
- Follow simple pictures/symbols to guide pitch:



EG.

Dynamics:

- Recognise dynamics in a piece of music and describe it using simple vocabulary.

Pulse and Rhythm:

- Consistently recognise difference between pulse and rhythm
- With support if necessary, find and keep the pulse of a piece of music

Pitch:

- Create their own pictures and symbols to respond to pitch in heard and sung music
- Listen to notes and decide which one is higher/lower

Dynamics:

- Respond to different dynamics in a piece of music (move arms, draw lines, etc.)
- Use the words *forte* (loud) and *piano* (quiet) to describe these differences

Tempo:

- Describe differences in fast and slow pieces of music; recognise how tempo affects feel
- Begin to use terminology like *allegro* (fast) and *adagio* (slow) to describe tempo

Melody:

- Understand what melody is in a piece of music and begin to 'pick it out'
- Use terms like 'rising' and 'falling' to describe the movement of a melody

Texture:

- Begin to understand texture as the layers of music
- Understand and recognise the following in pieces of music (heard or sung): *unison*, *solo* and *duet*

Pulse and Rhythm:

As a group, maintain both beat and rhythm simultaneously
Explore the idea of syncopation in music (heard and sung)

Pitch:

- Recognise the difference between major and minor tonality in heard and sung music

Dynamics:

- Use a wider range of terminology to describe dynamics: *fortissimo/pianissimo*, *mezzo forte/piano*
- Use *crescendo* (getting louder) and *decrescendo* (getting quieter) accurately

Tempo:

- Use *accelerando* (getting faster) and *rallentando* (getting slower) accurately

Harmony:

- Understand what harmony is (in relation to melody) and be able to 'pick it out' of music.
- Recognise some simple forms of harmony: *drone*, *triads* & *chords*

Texture:

- Recognise and describe texture as the layers of music
- Describe and understand music written in multiple parts (heard and sung)

Timbre:

- Recognise that different orchestral instruments have unique timbres
- Begin to explore the different timbre that can be achieved on one instrument (eg. *pizzicato*,

			<p>Timbre:</p> <ul style="list-style-type: none">● Begin to understand timbre as the different 'tones' instruments have● Experiment listening to, and identifying, different instruments by their timbre <p>Structure:</p> <ul style="list-style-type: none">● Recognise structure as the way a song is 'laid out'● Spot simple structures in a song: <i>call and response, echo</i> and <i>ostinato</i>● Explore structure using rounds and partner songs	<p>tremolo and glissando on a violin)</p> <p>Structure:</p> <ul style="list-style-type: none">● Describe the structure of a song in simple terms● Spot more complex structures in a song with more parts: <i>verse and chorus, ternary form (ABA)</i>
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