

## Progression of Skills at Whittlefield Primary School



Subject: Music	By the end of KS1	By the end of LKS2	By the end of UKS2
Listen and Appraise	<ul style="list-style-type: none"> <li>• To listen with direction.</li> <li>• To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music.</li> <li>• To start to use the correct musical language to suit the style of music being learnt about.</li> <li>• To start to recognise different instruments.</li> <li>• To start to recognise and explore varied musical styles and traditions and their basic style indicators.</li> <li>• To start to develop an understanding of the history and context of music.</li> <li>• Listen to high quality live and recorded music</li> </ul>	<ul style="list-style-type: none"> <li>• To listen with direction to a wide range of high-quality music.</li> <li>• To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music and that pulses will vary in music types.</li> <li>• To build on the correct musical language to suit the style of music being learnt about, as well as discussing feelings and emotions/likes and dislikes, that are linked to music.</li> <li>• To recognise different instruments.</li> <li>• To confidently recognise and explore many varied musical styles and traditions and their basic style indicators.</li> <li>• To continue to develop an understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>• To listen with direction to a wide range of high-quality music.</li> <li>• To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music and that pulses will vary in music types.</li> <li>• To use the correct musical language to suit the style of music being learnt about, as well as discussing feelings and emotions/likes and dislikes, that are linked to music.</li> <li>• To confidently recognise different instruments.</li> <li>• To confidently recognise and explore many varied musical styles and traditions and their basic style indicators.</li> <li>• To continue to develop an understanding of the</li> </ul>

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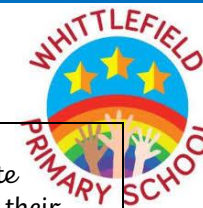


		<p>history and context of music.</p> <ul style="list-style-type: none"> <li>• Listen and recall sounds</li> </ul>	<p>history and context of music.</p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and</li> </ul>
<p>Perform</p>	<ul style="list-style-type: none"> <li>• To work together in an ensemble/band.</li> <li>• To appreciate the importance of starting and ending together by learning to follow the conductor/band leader.</li> <li>• To sing and play instruments to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• To work together in an ensemble/band and perform solo pieces using their voice or an instrument.</li> <li>• To appreciate the importance of starting and ending together.</li> <li>• To sing and rap – in one or two parts – to each other and to an audience.</li> <li>• To sing/play simple rhythms on instruments with the beginnings of control and accuracy to an audience.</li> <li>• To improvise with growing confidence as part of a performance.</li> <li>• To appreciate that performance can influence how music is presented.</li> </ul>	<ul style="list-style-type: none"> <li>• To work together in an ensemble/band and perform solo pieces using their voice or an instrument.</li> <li>• To appreciate the importance of starting and ending together.</li> <li>• To sing and rap – in one or two parts – to each other and to an audience.</li> <li>• To sing/play simple rhythms on instruments with control and accuracy to an audience.</li> <li>• To improvise confidently as part of a performance.</li> <li>• To appreciate that performance can influence how music is presented.</li> </ul>



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<p>Sing</p>	<ul style="list-style-type: none"> <li>• To learn appropriate songs, rhymes and raps for their age group.</li> <li>• To understand the importance of warming up their voices, good posture and projecting their voices.</li> <li>• To start to sing in two parts.</li> </ul>	<ul style="list-style-type: none"> <li>• To have a good understanding of working together in an ensemble or as a group singing.</li> <li>• To understand the importance of warming up their voices, good posture and projecting their voices.</li> <li>• To sing songs and melodies musically, with increasing difficulty and growing musical understanding.</li> <li>• To sing in two parts</li> </ul>	<ul style="list-style-type: none"> <li>• To have a solid understanding of working together in an ensemble or as a group singing.</li> <li>• To understand the importance of warming up their voices, good posture and projecting their voices.</li> <li>• To sing songs and melodies musically, with increasing difficulty and solid musical understanding.</li> <li>• To sing in two parts, understanding how the two parts fit together.</li> </ul>
<p>Learn to play a musical instrument</p>	<ul style="list-style-type: none"> <li>• To use classroom percussion (tuned and untuned) to play accompaniments and tunes, using correct techniques. Y1</li> <li>• To improvise and compose (explore and create musical sounds). Y2</li> <li>• To play different parts within a band or ensemble. Y2</li> </ul>	<ul style="list-style-type: none"> <li>• To use classroom percussion, mainly tuned, to play accompaniments and tunes, using correct techniques.</li> <li>• To improvise and compose (explore and create musical sounds).</li> <li>• To play different parts within a band or ensemble.</li> <li>• To play and perform in solo.</li> </ul>	<ul style="list-style-type: none"> <li>• To use classroom percussion, mainly tuned, to play accompaniments and tunes, using correct techniques.</li> <li>• To improvise and compose (explore and create musical sounds).</li> <li>• To play different parts within a band or ensemble.</li> <li>• To play and perform in solo.</li> </ul>



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<p><b>Improvisation</b></p>	<ul style="list-style-type: none"> <li>• To explore and create musical sound with their voices and instruments. Y1</li> <li>• To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition). Y2</li> <li>• To improvise within a group at first, building up to individual work. Y2</li> </ul>	<ul style="list-style-type: none"> <li>• To explore and create musical sound with their voices and instruments.</li> <li>• To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition).</li> <li>• To improvise within a group at first, building up to individual work, reproducing sounds from an increasing aural memory.</li> <li>• To improve with 2 notes and building to 3.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore and create musical sound with their voices and instruments.</li> <li>• To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition).</li> <li>• To improvise within a group at first, building up to individual work, reproducing sounds from an increasing aural memory.</li> <li>• To improve with 5 notes or a pentatonic scale.</li> <li>• To understand musical improvisation – a melody or tune that makes sense</li> </ul>
<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• To begin to create their own tunes and melodies within the context of the song they are learning. Y2</li> <li>• To start composing using two notes, increasing to three notes and beyond if required. Y2</li> <li>• To record compositions in any appropriate ways. Y1/2             <ul style="list-style-type: none"> <li>• To notate music in different ways – using</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To create their own tunes and melodies within the context of the song they are learning.</li> <li>• To compose using three notes and beyond if required.</li> <li>• To record compositions in any appropriate ways.</li> <li>• To notate music in different ways – using</li> </ul>	<ul style="list-style-type: none"> <li>• To create their own tunes and melodies within the context of the song they are learning.</li> <li>• To compose using five notes.</li> <li>• To record compositions in any appropriate ways.</li> <li>• To notate music in different ways – using graphic/pictorial notation, ICT and with formal notation.</li> </ul>



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	graphic/pictorial notation, ICT or with formal notation if appropriate.Y2	graphic/pictorial notation, ICT or with formal notation.	
<p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<ul style="list-style-type: none"> <li>• To play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition.</li> <li>• To start to find the pulse within a context of different songs/pieces of music.</li> <li>• To begin to understand, by copying, that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the context of the song/piece of music, but the rhythm does.</li> <li>• To begin to understand that pitch is high and low sounds.</li> <li>• To start to understand how pulse, rhythm and pitch work together.</li> <li>• To start to understand the basics of formal notation.</li> </ul>	<ul style="list-style-type: none"> <li>• To play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition. As the learning deepens and progresses, less games are needed.</li> <li>• To find the pulse within a context of different songs/pieces of music.</li> <li>• To understand that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the context of the song/piece of music, but the rhythm does.</li> <li>• To understand that pitch is high and low sounds.</li> <li>• To understand how pulse, rhythm and pitch work together.</li> <li>• To start to understand the basics of formal notation.</li> </ul>	<ul style="list-style-type: none"> <li>• To start to find the pulse within a context of different songs/pieces of music with ease.</li> <li>• To begin to understand that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the context of the song/piece of music, but the rhythm does.</li> <li>• To understand that pitch is high and low sounds.</li> <li>• To understand how pulse, rhythm and pitch work together.</li> <li>• To understand the basics of formal notation</li> </ul>

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### **Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Key stage 2**

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.

Pupils should be taught to:

- 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.