

Mersey Park Primary School



Music Progression of Skills

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing					
<ul style="list-style-type: none"> • Listen to, copy and repeat a simple rhythm or melody • Learn and perform chants, rhythms, raps and songs • Work and perform together with others as an ensemble or as a group singing • Learn to follow the conductor or band leader • Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture 	<ul style="list-style-type: none"> • Improvise a simple rhythm using different instruments including the voice • Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence • Sing a song in two parts • Use tuned and untuned classroom percussion to play accompaniments and tunes • Perform as an ensemble using a variety of instruments and play different parts where appropriate • Play instruments using the correct techniques with respect • Start to understand basic musical notation • Practise, rehearse and present performances to audiences with a growing awareness of the people watching 	<ul style="list-style-type: none"> • Sing songs with multiple parts with increasing confidence • Play and perform in solo or ensemble contexts with confidence • Develop an understanding of formal, written notation which includes crotchets and rests 	<ul style="list-style-type: none"> • Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate • Sing as part of an ensemble with confidence and precision • Play and perform in solo or ensemble contexts with increasing confidence • Develop an understanding of formal, written notation which includes minims and quavers 	<ul style="list-style-type: none"> • Improvise with increasing confidence using own voice, rhythms and varied pitch • Sing as part of an ensemble with increasing confidence and precision • Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression • Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets 	<ul style="list-style-type: none"> • Sing as part of an ensemble with full confidence and precision • Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets

Composing (including notation)

<ul style="list-style-type: none"> • Learn and perform chants, rhythms, raps and songs • Work and perform together with others as an ensemble or as a group singing 	<ul style="list-style-type: none"> • Start to choose, organise and combine musical patterns • Experiment with, create, select and combine sounds using the inter-related dimensions of music • Start to understand basic musical notation • Use tuned and untuned classroom percussion to compose and improvise 	<ul style="list-style-type: none"> • Develop an understanding of formal, written notation which includes crotchets and rests 	<ul style="list-style-type: none"> • Develop an understanding of formal, written notation which includes minims and quavers 	<ul style="list-style-type: none"> • Compose complex rhythms from an increasing aural memory • Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets 	<ul style="list-style-type: none"> • Create a simple composition and record using formal notation • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets
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Appraising

<ul style="list-style-type: none"> • Listen to music with sustained concentration • Find the pulse whilst listening to music and using movement • Use the correct musical language to describe a piece of music • Recognise different instruments • Discuss feelings and emotions linked to different pieces of music • Begin to understand that 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Build an understanding of the pulse and internalise it when listening to a piece of music • Begin to recognise and explore different musical styles • Begin to develop an understanding of the history and context of music • music from different points in history • Understand that timbre describes the character or quality of a sound 	<ul style="list-style-type: none"> • Listen with direction to a range of high quality music • Confidently recognise a range of musical instruments • Find the pulse within the context of different songs/music with ease • Understand that improvisation is when a composer makes up a 	<ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and the different sounds they make • Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators • Use musical language to appraise a piece or style of music • Listen to and recall sounds with 	<ul style="list-style-type: none"> • Understand how pulse, rhythm and pitch work together • Develop an increasing understanding of the history and context of music • Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Develop a deeper understanding of the history and context of music • Appropriately discuss the dimensions of music and recognise them in music heard • Listen with attention to detail and recall sounds with increasing aural memory and accuracy • Appreciate and understand a wide range of high-quality live and
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<p>the rhythm is a mixture of long and short sounds that happen over the pulse</p> <ul style="list-style-type: none"> • Understand that pitch describes how high or low sounds are • Understand that tempo describes how fast or slow the music is • Understand that dynamics describe how loud or quiet the music is 	<ul style="list-style-type: none"> • Understand that texture describes the layers within the music • Understand that structure describes how different sections of music are ordered • Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions • Develop an understanding of melody, the words and their importance in the music being listened to 	<p>tune within boundaries</p> <ul style="list-style-type: none"> • Understand that composition is when a composer writes down and records a musical idea • Begin to listen to and recall sounds with increasing aural memory 	<p>increasing aural memory</p>		<p>recorded music drawn from different traditions and from great composers and musicians</p>
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