

# Inspire Education Trust

## Music Progression of Skills

National Curriculum Reference for KS1	<u>Rhythm</u>	<u>Vocal</u>	<u>Instrumental</u>	<u>Listening</u>	<u>Musical Elements</u>
<b>Nursery</b>	-To start singing action songs. keeping in time to the music.	-Sing a few familiar songs and rhymes. -Sings to self and makes up little songs.	-Explore sounds of objects. -Begin to experiment with instruments.	-To begin to listen attentively to music, songs and rhymes.	-Begin to sing songs with musical dynamics.
<b>Reception</b>	-Copy clapping rhythms. -Tap the rhythm to a word.	-Sing familiar songs and rhymes. -Discover how to use the voice to create loud and soft sounds. -Sing 'call and response' songs.	-Begin to play instruments to music.	-To listen attentively to music, songs and rhymes for increasing periods of time.	-Sing songs with good control using dynamics. -Make music with different sounds in groups.
<b>Year 1</b>	-To start to play crotchet, quaver and semiquaver rhythms. -To start to echo short rhythms performed by the teacher.	-Use the voice in different ways, such as speaking, singing or chanting. -To sing quietly and loudly. -To know an increasing range of songs and melodies.	- Play instruments with an awareness of others. - To begin to play an instrument with care and control. - To explore different ways to play instruments, such as shaking, hitting and scraping.	-To listen to short, simple pieces of music. -To talk about when and why they may hear it. E.g. a lullaby. -I can start to recognise that sections of music can sound the same or different.	-To begin to make sounds with a slight difference. -To begin to make a sequence of long and short sounds. -To invent and record simple rhythm patterns. -To choose sounds to represent different things.
<b>Year 2</b>	-To play minim, crotchet, quaver and semiquaver rhythms. -To use the rest symbol to create silence in music. -To echo short rhythms performed by the teacher.	-Sing with a sense of a melody. (Tune in their voice) -To sing using a variety of dynamics. -To sing in unison and begin to sing in two parts. (A round)	- To play an instrument with care and control. - To make and use different sounds to create an effect.	-I can recognise and explain how sections of music can sound the same or different. E.g. verse, chorus, verse.	-To make sounds with a slight difference. -To make a sequence of long and short sounds. -To invent and record simple rhythm patterns and record using own symbols. -To choose sounds to represent different ideas, thoughts, moods and feelings.

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## Music Progression of Skills

National Curriculum Reference for KS2	<u>Rhythm</u>	<u>Play/ Sing &amp; Perform</u>	<u>Improve &amp; Compose</u>	<u>Listen &amp; Recall</u>	<u>Notation</u>	<u>Listen &amp; Appreciate</u>	<u>Music History</u>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>-To start to play crotchet, quaver and semiquaver rhythms.</li> <li>-To start to work out and perform rhythm of known songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in tune using expression.</li> <li>-To perform simple melodic parts</li> <li>- To show control when playing untuned musical instruments.</li> </ul>	<ul style="list-style-type: none"> <li>-To begin to use different elements of music in a short composition.</li> <li>-To begin to create repeated patterns with different instruments.</li> <li>-To create accompaniments for tunes.</li> <li>-To combine different sounds to create a specific mood or feeling.</li> </ul>	<ul style="list-style-type: none"> <li>-To begin to listen and recall repeated patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-Represent sounds using pictures and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>-To identify music from different periods of time. E.g. Tudor music (recorders)</li> </ul>	<ul style="list-style-type: none"> <li>-To begin to identify music from a distinct period of time. E.g. Tudor music (recorders)</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>-To play minim, crotchet, quaver and semiquaver rhythms.</li> <li>-To use the rest symbol to create silence in music.</li> <li>-To work out and perform rhythm of known songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in tune with an awareness of others.</li> <li>-Maintain a part within a group.</li> <li>-Respond to a conductor's hand signals to change shape.</li> </ul>	<ul style="list-style-type: none"> <li>-To use notations to record and interpret sequences of pitches.</li> <li>-To use standard notation.</li> <li>-To use different elements of music in a short composition.</li> <li>-To create repeated patterns with different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>-To listen and recall repeated patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-To read and write minim, crotchet, quaver and semiquaver rhythms as notation.</li> <li>-To know the symbol for a rest.</li> </ul>	<ul style="list-style-type: none"> <li>-To identify music from different cultures. E.g. African music</li> </ul>	<ul style="list-style-type: none"> <li>-To identify music from distinct periods of time.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>-To start to perform rhythm of know songs and extend further.</li> <li>To begin to recognise different styles of</li> </ul>	<ul style="list-style-type: none"> <li>-To sing on my own.</li> <li>-To (begin to) maintain my own harmony part whilst singing with others.</li> <li>-An awareness of how different parts fit together.</li> </ul>	<ul style="list-style-type: none"> <li>-To change sounds or organise them differently to change the effect?</li> </ul>	<ul style="list-style-type: none"> <li>-To begin to listen to and recall various simple musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise stave notation from middle C to high C.</li> <li>-To recognise the treble clef.</li> </ul>	<ul style="list-style-type: none"> <li>-To identify similar/ different sounding music from different composers.</li> </ul>	<ul style="list-style-type: none"> <li>-To explore how music has been used for different purposes throughout history.</li> </ul>

	rhythm eg Blues, Waltz African	-To perform songs to reflect their meaning. - To begin to show control when playing tuned musical instruments.	-To compose music which meets specific criteria. -To choose the most appropriate tempo for a piece of music?				
<b>Year 6</b>	-To perform rhythm of know songs and extend further. To maintain different styles of rhythm eg Blues, Waltz and African	-To perform by ear. -To sing a harmony part confidently and accurately. -To confidently perform songs with an awareness of the meaning of the words. -To begin to perform by notation. (2 bars of music) - To show control when playing tuned musical instruments.	-To use a variety of different musical devices in their composition? (incl. melody, rhythms and chords) -To recognise that different forms of notation serve different purposes? -To use different forms of notation.	-To listen to and recall various simple musical patterns	To combine rhythm and pitch notation to create musical patterns. (2 bars of music)	-To listen to and evaluate a wide range of music from different times, cultures and composers.	-To explore and describe how music has been used for different purposes throughout history.