

# White Hall Academy Progression of Skills SUBJECT- Music

Learning Objectives are in black with success criteria in blue

VC	1
V2	T

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. Children should be taught to experiment with, create, select and combine sounds using the interrelated dimensions of music.

#### KS2

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.

## Perform

Children should sing songs in groups – nursery rhymes and chants. These also include folk songs. Children should be taught to accurately play simple melodies on tuned instruments and simple rhythms on percussions.

## Create

Children should be taught to experiment with sounds and their instruments while thinking about the *interrelated dimensions of music\** 

## Listen

Children should listen to a range of different pieces of music with a focus. This could be focusing on describing the interrelated dimension of music that your class are learning about.

# **Perform**

Pupils should play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They should use and understand staff and other musical notations

## Create

Pupils should improvise and compose music for a range of purposes using the interrelated dimensions of music. Children can use ideas to organise into musical structures (such as AB or ABA/part one and part 2).

#### Listen

Pupils should listen with attention to detail and recall sounds with increasing aural memory. They should appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.

## \*Interrelated Dimensions of Music

**PULSE:** The child needs to be able to feel and express the PULSE in a piece of music as a foundation to their musical understanding. PULSE is like a regular heartbeat running steadily through the music.

**PITCH:** The next is PITCH which is the melody and the way the notes change from low to high and vice versa.

**DURATION/RHYTHM:** If you were singing a song, the rhythm would follow the pattern of the words. If you sing a song and clap the words, your clapping would be different to the PULSE. This analogy can be taken as a starting point and later applied to music with no words.

**DYNAMICS:** Loud and soft

**TEMPO:** Fast and slow

**TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or tinkly/hard/soft (examples with instruments)

**TEXTURE:** Layers of sound (how many *different* instruments can you hear? Do they make a difference to the sound?)

**STRUCTURE:** The way the music is laid out –e.g. 4 notes in a bar, 4 bars in a phrase etc (a bit like how words, sentences and paragraphs are put together in writing)

**APPROPRIATE MUSICAL NOTATIONS:** Anything that you can use to read music from, whether they be made up symbols to be read in a particular order, stick notation, solfa symbols or traditional stave notation.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressive Arts &	Performing	Performing	Performing	Performing	Performing	Performing
Design						
ELG: Being	<u>Performing</u>	<u>Performing</u>	<u>Performing</u>	<u>Performing</u>	<u>Performing</u>	<u>Performing</u>
Imaginative and	Recorders	Recorders	Pitched and non-	Pitched and non-	(Suggested	(Suggested
Expressive	Develop control and	Performs simple	pitched (example	pitched (example	instrument: ukuleles	instrument: ukuleles
Sing a range of well-	accuracy on tuned	patterns and	charanga ukuleles	charanga ukuleles	used with charanga)	used with charanga)
known nursery	and untuned	accompaniments on	and drums):	and drums):		
rhymes and songs;	percussion and can	tuned and untuned			Play pieces with	Play pieces with parts
Perform songs,	copy simple rhythm	instruments keeping	Use appropriate	Use appropriate	simple parts with	with accurate control
rhymes, poems and	patterns.	to a steady beat.	vocabulary for	vocabulary for	developing control of	of pitch, duration,
stories with others,	the state of the s	Decree discounties	Dimensions.	Dimensions.	pitch, duration,	tempo and dynamics.
and – when	I can play a simple	Respond to graphic	Decread to growhie	Deepend to growhie	tempo and dynamics.	Thereimonaries
appropriate – try to move in time with	tune by myself.	notation for pitch,	Respond to graphic notation for duration	Respond to graphic notation for duration	They improvise and	They improvise melodic and rhythmic
music.	I can play a simple	duration and rhythm	and rhythm.	and rhythm.	compose melodic and	phrases as part of a
music.	tune with my class.	I can read and play a	and mythin.	and mythin.	rhythmic phrases	group performance
I can listen	tulle with my class.	simple tune from my	I can play my part on	I can play my part on	through rehearsals.	and compose by
attentively, move to	I can copy a rhythm	notation (could be a	the drums and use	the drums and use	tillough renearsais.	developing ideas
and talk about music.	from my teacher.	picture to say when	(they use examples	changing rhythms and	They suggest	within musical
	,	to get louder or a	that the teacher has	tempos.	improvements to	structures.
I can express my	I can use my voice to	curvy line to show	focused on in the		their own and others'	
feelings and	make different	that they need to play	lesson).	I can change the	work.	They understand and
responses.	sounds.	smoothly in that	•	timbre of my drum by		use the staff and
		part).	I can change the	striking it in a	They understand and	other musical
I can watch and talk	I can echo a simple		dynamics of the	different place.	start to use the staff	notations.
about dance and	melodic vocal	I can play a drum and	music by playing		and other musical	
performance art.	pattern.	stay on the beat.	louder and softer.	I can read and play	notations.	I can use tuned
				from my notation		percussion / melodic
I can sing in a group			I can read and play	with a group and stay	I can recognise and	instruments / my
or on my own.			from my notation	in beat (children to	use all of the	voice with increasing
			with a group and stay	respond to notation	interrelated	accuracy, fluency
I can increasingly			in beat (children to	written in a group	dimensions of music.	control and
match the pitch and			respond to notation	setting with less	t and the second	expression.
follow the melody			written in a group	support).	I can play my	I can maintain an
when singing.			setting after listening	Loon maintain an	instrument using	independent melodic
			to it by an adult).	I can maintain an	chords to stay in time with the rest of my	part keeping in time
				individual part in a	with the rest of my	part keeping in time

	I can perform with a sense of ensemble.	group ensemble performance.	group.	with the group.
	I can maintain an independent musical line within a two part song.	I can maintain a rhythmic line whilst performing within an ensemble.	I can recognise changes in music and describe them using the dimensions of music.	I can alter how I use my voice /an instrument to improve a performance.
	I can play an instrumental part as an accompaniment to a song.  I can keep a regular pulse when playing rhythms that include	I can show good ensemble skills including listening, eye contact, sharing ideas and being able to start and stop as a group.	I can begin to follow the notation that uses crotchets, quavers and minims.	I can perform an ostinato and use rhythm to create an effect.  I can recognise Italian terms that link to tempo and use these
	I can listen carefully to clap rhythms that include rests.  I can perform in an ensemble with			directions to perform at different speeds.  I can play my instrument using a melody and using chords.
	increasing accuracy and aural memory.			I can use a wide range of the dimensions of music, while I am playing.
				I can use the ukulele to improvise my own tune that fits with my group.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Singing	Singing	Singing	Singing	Singing	Singing
ELG: Being	Singing	Singing	Performing (singing)	Performing (singing)	Singing	Singing
Imaginative and	Children can use their	Children can use their	Children can play and	Children can play and	Children should play	Children should play
Expressive	voices expressively	voices expressively	perform in solo and	perform in solo and	pieces with simple	pieces with simple
Sing a range of well-	and creatively by	and creatively by	instrumental	instrumental	parts with developing	parts with developing
known nursery	singing songs and	singing songs and	contexts, using their	contexts, using their	control of pitch,	control of pitch,
rhymes and songs;	speaking chants and	speaking chants and	voices with increasing	voices with increasing	duration, tempo and	duration, tempo and
Perform songs,	rhymes. They play	rhymes. They play	accuracy, fluency	accuracy, fluency	dynamics.	dynamics.
rhymes, poems and	tuned and untuned	tuned and untuned	control and	control and		
stories with others,	instruments	instruments	expression.	expression.	They improvise and	They improvise and
and – when	musically.	musically.			compose melodic and	compose melodic and
appropriate – try to			I can maintain	I can internalise and	rhythmic phrases	rhythmic phrases
move in time with	I can use my voice to	I can sing in a part	accurate intonation	correctly pitch	through rehearsals.	through rehearsals.
music.	make different	that moves in leaps	and sing with	intervals of a step	Lean keen in time in	
10.0	sounds.	and steps.	expression.	using a scale.	I can keep in time in an ensemble	I can alter how I use
I can listen					performance.	my voice /an
attentively, move to	I can echo a simple	I can sing a song that	I can sing simple	I can sing from a	performance.	instrument to
and talk about music.	melodic vocal	can divide into parts.	songs in tune as part	simple four part staff	I can control	improve a
Loon ownross my	pattern.	Lean create simple	of a group or on my	score.	breathing and create	performance.
I can express my feelings and	I can sing songs with	I can create simple motifs for a piece of	own.	I can perform with	a sense of a musical	I can perform an
	others, remembering	music using sampled	I can sing a simple	contrasting dynamics.	line.	ostinato and use
responses.	the tune and keeping	sound in a given	song in tune and with	contrasting dynamics.	mic.	rhythm to create an
I can watch and talk	in time.	structure.	expression as part of	I can maintain a	I can maintain an	effect.
about dance and	in time.	structure.	a group or on my	rhythmic line within a	individual singing line	Circu.
performance art.	I can recognise and	I can read simple	own.	more complex	as part of a canon.	I can recognise Italian
performance are:	sing a rising melody.	musical notation with	OWII.	ensemble		terms that link to
I can sing in a group	S a rising melody.	increasing accuracy		performance.	I can recognise and	tempo and use these
or on my own.	I can follow	including by Year 2		portormanos	use all of the	directions to perform
	instructions about	semiguavers and			interrelated	at different speeds.
I can increasingly	when and how to	rests.			dimensions of music.	
match the pitch and	play/vocalise sounds.					I can use my voice
follow the melody		I can sing with				with increasing
when singing.	I can explore high and	expression and				accuracy, fluency
	low sounds using my	energy to create a				control and

V	oice and	sense of		expression.
ir	nstruments.	performance.		
		I can rehearse in a group.		
		I can explore different vocal sounds.		
		I can sing songs with others remembering the tune and keeping in time.		

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating	Creating	Creating	Creating	Creating	Creating	Creating
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
ELG: Being	Creating	Creating	Creating	Creating	Creating	Creating
Imaginative and	Children can	Children can	Children can	Children can	Children can	Children can
Expressive	experiment with,	experiment with,	improvise and	improvise and	improvise and	improvise and
Sing a range of well-	create, select and	create, select and	compose music for a	compose music for a	compose music for	compose music for
known nursery	combine sounds.	combine sounds.	range of purposes.	range of purposes.	a range of	a range of
rhymes and songs;					purposes.	purposes.
Perform songs,	I can join in a class	I can make up short	I can make up short	I can suggest	pu. poses.	pa.poses.
rhymes, poems and	performance.	musical patterns to	musical patterns to	improvements to	I can explore how	I can use pitch, tempo
stories with others,		reflect a journey.	reflect a journey.	group compositions,	music is created,	and dynamics to
and – when	I can choose different			using the appropriate	produced and	create a piece of
appropriate – try to	instruments to create	I can compose a four	I can compose music	vocabulary, and	communicated	music that describes
move in time with	different timbres.	beat rhythm and use	as part of a group	comment on whether	through the inter-	the movement of an
music.		a range of	from different	the result has the	related dimensions of	aircraft.
	I can select and	instruments to	starting ideas.	intended effect.	music and	all Clait.
I can listen	combine sounds as	perform it.			appropriate musical	I can evaluate a
attentively, move to	part of a group from		I can create call and	I can suggest	notation.	composition in terms
and talk about music.	different starting	I can suggest	response phrases.	appropriate sounds	notation.	of my ability to
	ideas.	improvements to		and instruments to	I can compose music	organise and
I can express my		group compositions,	I can suggest	represent a location	as part of a group	manipulate ideas
feelings and	I can use simple	using the appropriate	appropriate sounds	through sound.	as part or a group	mampulate lueas

responses.	graphic to illustrate	vocabulary.	and instruments in		from different	within a musical
	pitch.		order to achieve an	I can use five given	starting ideas.	structure.
I can watch and talk		I can create simple	effect or portray an	pitches to compose a		
about dance and	I can make a song	motifs for a piece of	idea or physical thing	melodic phrase.	I can combine	I can compose a
-	longer by creating	music using sampled	or suggest a purpose.		rhythms in different	rhythmic ostinato.
	another verse.	sound in a given		I can compose and	ways.	
I can sing in a group		structure.	I can compose, notate	perform a rhythm in		I can structure a
or on my own.			and perform a	an ensemble with	I can recognise and	composition in
		I can maintain a	minimalist	increasing accuracy.	use all of the	ternary form.
I can increasingly		rhythmic ostinato	composition.	I can create and	interrelated	
match the pitch and		selecting different		interpret simple	dimensions of music.	I can add appropriate
follow the melody		instruments to	I can create symbols	graphic scores and	The second second	sound effects to
when singing.		perform it.	and a graphic score to	recognise that music	I can use my	create a certain
			represent the key features of a	can be written as staff notation.	voice/body to create descriptive music.	mood.
			composition.	Stall Hotation.	descriptive music.	
			composition.	I can create symbols	I can compose/notate	I can alter how I use
			I can suggest	to represent sounds.	a rhythm to illustrate	my voice /an
			appropriate sounds	to represent sounds.	an aspect of a train	instrument to
			and instruments to		journey.	improve a
					journey	performance.
			create a score.		I can read and	Lean recognice Italian
					perform an extended	I can recognise Italian terms that link to
					rhythm composition.	tempo and use these
						directions to perform
						at different speeds.
						at afficient speeds.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Listening	Listening	Listening	Listening	Listening	Listening
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2				
ELG: Being	Listening	Listening	<u>Listening</u>	Listening	Listening	Listening
Imaginative and	Children can listen	Children can listen	Children can listen a	Children can listen to	Children can listen to	Children can listen to
Expressive	with concentration to	with concentration to	range of high quality	a range of high	a range of high	a range of high
Sing a range of well-	a range of high	a range of high	live and recorded	quality live and	quality live and	quality live and
known nursery	quality live and	quality live and	music from different	recorded music from	recorded music from	recorded music from
rhymes and songs;	recorded music.	recorded music.	traditions and great	different traditions	different traditions	different traditions
			composers and			

Perform songs,	Lancard Control	Leave the effective and	musicians.	and great composers	and great composers	and great composers
rhymes, poems and	I can describe some	I can identify some	The Property Cale	and musicians.	and musicians.	and musicians.
stories with others,	features of Native	aspects of African	They listen with	The section so the	The aveliate an evith	The section and the
and – when	American Indian	music.	attention to detail	They listen with	They listen with	They listen with
appropriate – try to	music.	Loop idoptify	and recall sounds	attention to detail	attention to detail	attention to detail
move in time with	t and density a second	I can identify	with increasing aural	and recall sounds	and recall sounds	and recall sounds
music.	I can describe music	instrumental timbres	memory.	with increasing aural	with increasing aural	with increasing aural
Lange Batan	using appropriate words related to the	(sounds) of African		memory.	memory.	memory.
I can listen		music.	Land Bakan ka a nitara	Land Bakan ka a nisaa	Land Manatific	Language survey
attentively, move to	inter-related	Lanca and an analysis	I can listen to a piece	I can listen to a piece	I can identify,	I can evaluate group
and talk about music.	dimensions of music.	I can compare two	of music and	of music and use	describe and control	compositions using
	The state of the s	pieces of music and	recognise how	appropriate	a range of dynamics.	appropriate musical
I can express my	I can identify some	identify differences	different parts can fit	vocabulary (forte,	The second second second second	vocabulary.
feelings and	instruments by	and similarities.	together to form an	piano, legato,	I can listen to, discuss	the state of the state of
responses.	listening to a piece of	Land banks to some	overall effect.	staccato, notation,	and explain some	I can identify unison
Language to the language and the life	music and say how	I can begin to name	Land Bakan ka a nitara	dynamics, pitch,	features of a range of	and harmony singing.
I can watch and talk	and why they have	and recognise key	I can listen to a piece of music and	timbre) to describe a	music.	Land talentific tetamorta
about dance and	been used to create	orchestral		performance.	t and an analysis and	I can identify intervals
performance art.	an effect or mood.	instruments.	recognise how	Cara Bakan ka musik	I can recognise and	of a third and fourth
t and attending a second	Land Bakan ka a nisaa	Language and that	different parts can fit	I can listen to music	identify Samba	and minor 6 <sup>th</sup> and
I can sing in a group	I can listen to a piece	I can understand that	together to form an	from a different	instruments.	recognise how these
or on my own.	of music and	the inter-related	overall effect.	musical tradition and	t and an analysis and	interval colours the
Lean in one oringly	internalise (feel) the	dimensions of music	Loop identify	identify different	I can recognise and	music.
I can increasingly	pulse.	can be used to create	I can identify	Indian instruments by	use all of the	Land Bakan ka masala
match the pitch and		different musical	different timbre of	listening to a piece of	interrelated	I can listen to music
follow the melody		moods	'Stomp' inspired	music.	dimensions of music.	from the
when singing.	I can compare two	Lean bagin to natice	instruments	I can hear that larger	Loop identify key	Renaissance,
	pieces of music and	I can begin to notice how music from	Through listoning to	instruments have a	I can identify key features of Samba	Baroque, Classical,
	identify differences		Through listening to musical examples I	lower pitch.		Romantic, Nationalisitic,
	and similarities.	contrasting historical eras sounds different.	can understand that a	lower pitch.	music and recognise how a Samba piece is	Twentieth Century
	to a select of a second	eras sourius uniferent.	rest is a beat of	I can listen to music	structured.	and present day and
	I can begin to name	I can identify some	silence.	from the	structureu.	explain basic key
	and recognise key	instruments by	Siletice.	Renaissance,	I can listen with	
	orchestral	listening to a piece of	I can compare	Baroque, Classical,	increasing attention	changes in style, instrumentation and
	instruments	music and say how	instruments used in	Romantic,	to detail and recall	structure. For
	Lean recognise a	and why they have	different musical eras	Nationalisitic,	sounds with growing	example how
	I can recognise a	been used to create	and identify	Twentieth Century	aural memory.	Baroque music uses
	repeated theme.	been used to treate	and identity	and present day and	aurai illemory.	baroque music uses
				and present day and		

	an effect or mood.	differences and	begin to recognise		decoration and
I can describe music		similarities.	determining features.	I can identify features	ornamentation, how
using appropriate	I can read simple	I can listen for		of a madrigal in a	Romantic music often
words related to the	musical notation with	examples of	I can compare and	Renaissance song.	uses a big orchestra,
inter-related	increasing accuracy	influences from art,	contrast different		wide range of
dimensions of music.	including by Year 2	history and other	timbre by listening to	I can identify	dynamics, big mood
	semiquavers and	sources in a	orchestral music.	instrumental family	changes and is often
	rests.	composition.		groups.	based on stories. How
			I can listen to a piece		Nationalistic music
	I can identify the	I can listen and	of music and		sometime uses folk
	dynamics pp, p, f.	identify the structure	understand how a		music as an
		of a call and response	composer uses		inspiration.
		song using ABC to	timbre to create a		
		denote sections.	specific effect.		
		I can recognise and a			
		song in minor key.			

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notating	Notating	Notating	Notating	Notating	Notating	Notating
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
*Reception and KS1	Children can use and	Children can use and	<u>Notation</u>	<u>Notation</u>	<u>Notation</u>	<u>Notation</u>
do not have to notate	understand staff and	understand staff and	Children can use and	Children can use and	Children can use and	Children can use and
music but it might be	other musical	other musical	understand staff and	understand staff and	understand staff and	understand staff and
an idea to do a	notations. (Non-	notations. (Non-	other musical	other musical	other musical	other musical
picture/piece of art	Statutory at	Statutory at	notations.	notations.	notations.	notations.
work based on music	Reception and KS1)	Reception and KS1)				
playing in the			I can read a score to	I can demonstrate my	I can use and	I can use symbols to
background – if		I can read simple	help me follow a	developing	understand notation	notate a piece of
happy, how do they		musical notation with	performance	understanding of	including	music on a score
show that? Making		increasing accuracy	I can perform by	notation by creating	semiquavers, rests,	which is designed to
connections between		including by Year 2	reading and	rhythms that I can	more complex	reflect changes in
representing music		semiquavers and	interpreting a graphic	clap	semiquaver patterns	pitch, tempo and
on paper.		rests.	score as part of a	I can use the Lego		dynamics.
			group performance.	pieces/rhythm wall to	I can use symbols to	
				make discoveries	notate a piece of	I can recognise how
			I can perform other	about note values	music on a score	an octave is written 8

		group's compositions	such as "two	which is designed to	notes apart on a
		by reading their	crotchets equal a	reflect changes in	stave and both notes
		notation grids.	minim / two quarter	pitch.	are called the same.
			notes equal a half		
		I can notate my	note".	I can recognise some	I can read musical
		compositions using		rhythms aurally and	notation including
		crotchets/quarter	I can compose, read	from staff notation.	semiquavers, rests,
		note and	and tap notated		and more complex
		crotchet/quarter note	rhythms inspired by		semiquaver patterns.
		rests.	music from another		
			culture.		I can follow the
					notation using
					crotchets, quavers
					and minims.