**Music Progression of Skills**

**SPARKYARD Yr 1-6**

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| Singing and Playing |
| Key Stage 1 | Lower Key Stage 2  | Upper Key Stage 2 |
| Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6 |
| -Sing simple songs, chants and rhymes as a class-Copy simple pitch patterns accurately -Respond to visual performance directions-Walk, move or clap a steady beat with others-Perform short copycat rhythm patterns accurately-Play pitch patterns on tuned instruments-Explore instrumental and vocal timbre-Perform to an audience-Explore ways to perform a song. | -Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control-Sing songs and play singing games, copying pitch patterns accurately-Sing short phrases independently as part of a singing game or short song-Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, )-Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion-Play simple repeated rhythms or melody (ostinato)-Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion-Control simple dynamics and tempo when singing and playing-Play simple melodies and accompany songs using tuned percussion-Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)-Perform to an audience | -Sing a widening range of unison songs of varying styles and structures, tunefully and with expression-Perform actions and movements confidently and in time as a group.-Sing call and response songs with accurate tuning-Play call and response rhythms and melodies-Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo-Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values-Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p, )-Explore and select instrumental timbres to suit the mood or style of a piece of music-Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)-. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)-Show growing awareness of different musical roles (conductor, performer, audience, ensemble) | -Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.-Internalize pitch and copy melodic phrases accurately-Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)-Sing songs in major and minor keys recognizing the difference in tonality-Perform rhythms accurately, recognizing and defining note values and rests-Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo-Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble-Play and perform simple melodies as a whole class or in small groups following appropriate notations-Control changes in dynamics, tempo and articulation when singing and playing-Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)-Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)-Show understanding of different musical roles (e.g. conductor, performer, audience ensemble) | -Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style-Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together-Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, accelerando, rallentando, staccato, legato)-Play rhythmic patterns accurately and expressively using instruments or body percussion-Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.-Develop knowledge of scales and intervals through singing and playing-Understand how triads are formed and play them on tuned percussion or keyboards-Play simple chords, drones, or bass lines and use them to accompany a familiar song-. Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)-To evaluate performances, suggesting ways to improve and making necessary adjustments | -Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.-Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together-Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances-Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)-Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.-Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments-Play chord progressions, drones or bass lines and use them to accompany a song-Use knowledge of scales to explore intervals, sequences and chromatic scales-Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, accelerando, rallentando, staccato, legato)-Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience) |
| Listening |
| Key Stage 1 | Lower Key Stage 2  | Upper Key Stage 2 |
| Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6 |
| -Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.-Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes.-Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)-Listen to sounds in the local school environment, comparing high and low sounds. | -. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.-Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music-Listen to and interpret features in recorded or live music using dance, art or drama-Move to the pulse of familiar music, coordinating movements and recognising changes in tempo-Respond independently to pitch changes heard in melodic phrases, indicating with actions | -Listen to music developing and understanding of its background, history and context.Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary-Listen, and describe how the interrelated dimensions are used to create moods and effects-. Use listening skills to correctly order a sequence of notes-Listen, and identify direction of pitch in a simple melody, copying with voices or instruments-Listen, and interpret features in recorded or live music using dance, art or drama | -Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.-Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).-Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)-Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)-Listen and describe direction and shape of melodies-Listen and compare music, discussing similarities and differences and expressing preferences. | -Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.-Listen, compare and evaluate music from a diverse range of genres, styles and musical periods-Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics-Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation-Interpret features of music through visual art or movement-Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)-Understand how pitches can be combined to create harmony and describe the effect | -Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.-Listen, compare and evaluate music from a diverse range of genres, styles and musical periods-Listen, compare and evaluate music from a diverse range of genres, styles and musical periods Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation -Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge) - Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to -Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used |
| Composition and Improvisation |
| Key Stage 1 | Lower Key Stage 2  | Upper Key Stage 2 |
| Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6 |
| -Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases-Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)-Combine sounds to tell a story, choosing and playing classroom instruments or sound makers-Create simple rhythm patterns-Create simple pitch patterns-Use music technology (if available, to capture, change and combine sounds-Experiment with different ways to create sound (e.g. body percussion, vocal sounds)-Explore percussion sounds to enhance songs and storytelling | -Create music in response to a non-musical stimulus-Compose or improvise simple descriptive sounds to match a mood, character or theme-. Recognise and explore how to change and combine sounds to create simple effects-Explore musical structures, choosing and ordering sounds-Recognise and explore how to change and combine sounds to create simple effects-Use music technology, if available to capture change and combine sounds-Create rhythmic patterns from various stimuli, eg spoken words-Compose simple melodies using a given range of notes-. Collaborate with others, trying out musical ideas and make improvements where necessary | -Compose or improvise simple call and response phrases-Compose rhythmic accompaniments using untuned percussion-Experiment with musical texture (e.g. combining layers of rhythm)-Structure a composition with a clear beginning/middle/end and combine layers of musical sound.-Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)-Compose and improvise simple pentatonic melodies-Vary the interrelated dimensions to create different moods and effects-Collaborate with others, trying out musical ideas and making improvements where needed | -Improvise rhythms or melodies-Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)-Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases-Compose layers of rhythm (ostinato phrases)-Make decisions about the overall structure of compositions and improvisations-Compose music following a given musical structure (e.g. call and response, rondo, AB)-Compose lyrics following a given rhythmic/rhyming structure-Carefully select instrumental timbres to achieve and effect and explore ways to create musical contrasts-Evaluate performances, making improvements where needed. | -Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character-Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere-Compose and notate short melodies using: staff and informal notation-Compose music with contrasting sections-Use chords to evoke a specific atmosphere or mood-Compose music using a combination of lyrics and melody-Evaluate own and others’ work, explaining ideas using musical vocabulary and making necessary adjustments | - Improvise vocal and instrumental effects as a class and in small groups - Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere- Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) -Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms) - Use song structures as a basis for a composition (e.g. composing lyrics)- Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony- Evaluate own and others’ work, explaining ideas using musical vocabulary and suggesting ways to improve |
| Notation |
| Key Stage 1 | Lower Key Stage 2  | Upper Key Stage 2 |
| Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6 |
| -Recognise how graphic notation can represent created sounds, exploring and inventing own symbols-Follow pictures and symbols to guide singing and playing | -Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)-Use graphic notation to represent rhythmic or melodic patterns-Use graphic symbols to keep a record of a composed piece-Follow graphic notations to guide singing and playing | -Play from rhythmic notation and understand the value of minims, crotchets and quavers-Follow graphic notation to guide singing and playing-Use graphic notation to represent rhythmic or melodic patterns-Create graphic notation to represent two or more layers of musical sound-Apply word chants to rhythms, understanding how to link each syllable to a musical note | -Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers-Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)-Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble-Use graphic notations to represent layers of rhythm.-Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas.-Use a graphic score to represent musical structure | -Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)-Develop understanding of time signatures (3/4 and 4/4)-Read and perform pitch notation within an octave-Represent compositions using a combination of graphic and standard notations-Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, ) and apply them to compositions | -Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver-Develop understanding of time signatures (3/4 and 4/4, 6/8)-Read and perform from pitch notation-Read and perform from graphic notation- Represent compositions using graphic and standard notations-Notate melodies and chords using staff or informal notation.-Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, ) and apply them to compositions |