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| YEAR 2P  Progression of Music Skills Year 1 | |
| LISTEN | PERFORM |
| |  | | --- | | **Year 1 pupils should** | | **Listen & describe:** | | Listen to, and concentrate on, a range of musical styles. | | **Identify themes:** | | Make simple comments about the ‘feel’ of a piece of music. | | **Appreciation:** | | Express opinions about musical experiences. | | **Compare:** | | Make musical comparisons (between simple pieces with few instruments). | | **Ask questions:** | | Ask and answer simple questions about what they have heard. | | |  | | --- | | **Year 1 pupils should** | | **Sing** | | Clap, sing or chant in time with existing music. | | **Aural memory** | | Reproduce simple rhythms. | | **Play - untuned** | | Clap or play an untuned instrument in time; reproduce rhythms from memory. | | **Play - tuned** | | Make some notes with control. | |

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| COMPOSE | VOCABULARY |
| |  | | --- | | **Year 1 pupils should** | | **Create:** | | Create rhythms, both solo and ensemble. | | **Use technology:** | | Record and play music. | | **Critique:** | | With some support, discuss the effect. | | |  | | --- | | **Year 1 vocabulary** | | **In general:** | | Use common words and phrases relating to music. | | **Vocabulary for structure:** | | verse | | chorus | | bridge (structural, not guitar) | | single | | album | | cover | | demo | | **Vocabulary for notes and notation:** | | beat | | tune | | rhythm (spoken) | | loud | | soft | | quiet | | notes | | **For music history** | | long ago | | then | | when | | last | | next | | before | | after | | first/second (etc) | | older | | newer | | **Vocabulary for instrumentation:** | | accompaniment | | drone | | instrument | | triangle | |

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| YEAR 2P  Progression of Music Skills Year 2 | | |
| LISTEN | | PERFORM |
| |  | | --- | | **Year 2 pupils should** | | **Listen & describe:** | | Start to compare styles, instrumentation and volume. | | **Identify themes:** | | Make comments about the ‘feel’ of a piece of music. | | **Appreciation:** | | Clearly verbalise their musical (dis)likes for pieces as a whole; accept that other people may have different views. | | **Compare:** | | Make musical comparisons between more complex pieces. | | **Ask questions:** | | Show curiosity by voluntarily asking questions about what they have heard. | | |  | | --- | | **Year 2 pupils should** | | **Sing** | | Sing in a group, mostly in time. | | **Aural memory** | | Reproduce simple motifs and melodies (singing). | | **Play - untuned** | | Perform in an ensemble, mostly in time. | | **Play - tuned** | | Play in key with others. | | |

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| COMPOSE | VOCUABLRY |
| |  | | --- | | **Year 2 pupils should** | | **Create:** | | Create, blend or use existing sounds or a tuned instrument to create melody and harmony. | | **Use technology:** | | With help, do a simple search (eg on KidsTube) or for musical information. | | **Critique:** | | Discuss the effect of their composition. | | |  |  | | --- | --- | | **Year 2 vocabulary** | | | **In general:** | | | Use a wide range of everyday musical terms. | | | **Vocabulary for structure:** | | | compose | | | symphony | | | opera | | | fanfare | | | orchestra | | | ensemble | | | solo | | | call and response | | | walking bass | | | lip syncing | | | hook | | | **Vocabulary for notes and notation:** | | | rhythm (spelled) | | | melody | | | harmony | | | unison | | | scale | | | pitch | | | double-time | | | crotchet | | | quaver | | | minim | | | rest | | | **For music history** | | | years (dating system) | | | then | | | century | | | period | | | earlier / later | | | since | | | long after / long before | | | at the same time as | | | **Year 2 vocabulary (continued)** | | | **For music history (continued):** | | | modern | | | pop | | | retro | | | **Vocabulary for instrumentation:** | | | orchestra | | | ensemble | | | choir | | | chorus (ensemble sense) | | | band | | | (lead/backing) vocal | | | (lead) guitar | | | keyboard | | | synth | | | drum kit | | |

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| YEAR 2P  Progression of Music Skills Year 3 | | |
| LISTEN | | PERFORM |
| |  | | --- | | **Year 3 pupils should** | | **Listen & describe:** | | Listen for and describe specific instrumentation of a piece. | | **Identify themes:** | | Start to identify musical themes, and how they might be represented by the ‘feel’ of the piece. | | **Appreciation:** | | Start to describe the musical aspects (eg instrument or genre) that they like or dislike. | | **Compare:** | | Start to link music to its historical and geographical context. | | **Ask questions:** | | Start to frame questions and answers in musically valid ways. | | |  | | --- | | **Year 3 pupils should** | | **Sing** | | Sing as a solo or in a group, in tune where possible\* | | **Aural memory** | | Reproduce simple motifs on tuned instruments, and longer phrases in singing. | | **Play - untuned** | | Play with increasing control in an ensemble, eg in time and with some dynamic range. | | **Play - tuned** | | Perform solo and in an ensemble, perhaps with some errors of time or pitch. | | |

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| COMPOSE | VOCUABLRY |
| |  | | --- | | **Year 3 pupils should** | | **Create:** | | Improvise music around a given genre or theme. | | **Use technology:** | | Use simple software to experiment with editing sounds (eg automated software. | | **Critique:** | | Politely discuss the effect of their peers’ compositions. | | |  | | --- | | **Year 3 vocabulary** | | **In general:** | | Use some specialist vocabulary in musical discussions. | | **Vocabulary for structure:** | | cadence | | coda | | motif | | concerto | | sonata | | mass | | fast/slow | | movement | | jam | | improvise | | a cappella | | **Vocabulary for notes and notation:** | | dynamics | | accent | | octave | | tone/semitone | | sharp/flat (for note names) | | major/minor | | key | | chord | | slur | | semiquaver | | semibreve | | notation | | stave/staff | | clef | | **Vocabulary for music history** | | during | | while | | recently | | chronological | | approximate | | change | | fashion |  |  | | --- | | **Year 3 vocabulary (continued)** | | **Vocabulary for music history (continued)** | | origin | | process | | series | | genre | | culture | | jazz | | rock and roll | | classical | | **Vocabulary for instrumentation:** | | (bass) riff | | backbeat | | A Side | | feedback | | slapping bass | | pitch bending | | amplifier | | orchestral sections | | strings | | woodwind | | wind | | brass | | percussion | | timpani | | **\* It’s estimated that 1 person in every 20 is unable to** conductor **hear pitch accurately. That means at least one child in** | | **an average class will not be able to sing in tune.**soloist | |

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| YEAR 2P  Progression of Music Skills Year 4 | | |
| LISTEN | | COMPOSE |
| |  | | --- | | **Year 4** | | **Listen & describe** | | Listen for and describe instrumentation with an understanding  of effect. | | **Identify themes** | | Identify themes within and between pieces of music; start to  describe musical structure. | | **Appreciation** | | Describe what it is that they (dis) like, and verbalise the  opinions of others. | | **Compare** | | Link musical themes and conventions to their historical and  geographical context, and also its cultural source, and suggest reasons for that. | | **Ask questions** | | Ask and answer musically valid questions. | | |  | | --- | | **Year 4 pupils should** | | **Create:** | | Improvise music around a chosen genre or theme, and for an audience. | | **Use technology:** | | With help, use audio editing software to mix tracks and create a composition. | | **Critique:** | | Start to suggest changes and improvements to their peers’ compositions. | | |

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| PERF  PERFORM | VOCUABLRY |
| |  | | --- | | **Year 4** | | **Sing** | | Sing with increasingly accurate tuning where possible\* | | **Aural memory** | | Start to reproduce phrases and melodies by ear (on tuned instruments). |  |  | | --- | | **Year 4 pupils should** | | **Sing** | | Sing with increasingly accurate tuning where possible\* | | **Aural memory** | | Start to reproduce phrases and melodies by ear (on tuned instruments). | | **Play - untuned** | | Play with dynamic control and show some musical sensitivity, both solo and in an ensemble. | | **Play - tuned** | | Perform solo and in an ensemble with few errors of time or pitch. | | |  | | --- | | **Year 4 vocabulary** | | **In general:** | | Use specialist music vocabulary, often appropriately. | | **Vocabulary for structure:** | | tempo | | suite | | largo | | allegro | | vivace | | scherzo (as movement titles) | | cadenza | | cantata | | oratorio | | chorale | | tone | | poem | | **Vocabulary for notes and notation:** | | piano | | forte | | (de)crescendo, | | diminuendo | | bar | | tab | | notation | | capo (for guitar) | | stop time | | tag | | **Vocabulary for music history** | | uncertain | | former | | latter | | phase | | decline | | trend | | continuity | | school | | influence | | patron | |

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| YEAR 2P  Progression of Music Skills Year 5 | | |
| LISTEN | | COMPOSE |
| |  | | --- | | **Listen & describe** | | Recall the use of sounds from a range of pieces and compare  their effect in those pieces. | | **Identify themes** | | Make inferences from pieces of music. | | **Appreciation** | | Start to respond sensitively to other people’s musical tastes. | | **Compare** | | Start to suggest reasons for different musical styles in different  times, places and cultures. | | **Ask questions** | | Ask and answer musically valid questions. | | |  | | --- | | **Year 5 pupils should** | | **Create:** | | Compose and prepare a group to perform to a given audience. | | **Use technology:** | | Start using audio editing software independently, perhaps to complement video. | | **Critique:** | | Make suggestions for improvements to their peers’ compositions. | | |

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| PERFORM | VOCUABLRY |
| |  | | --- | | **Year 5 pupils should** | | **Sing** | | n/a | | **Aural memory** | | Reproduce phrases and melodies by ear, with increasing accuracy and confidence. | | **Play - untuned** | | n/a | | **Play - tuned** | | Perform solo and in an ensemble, demonstrating better grasp of dynamics and some sensitivity to bandmates and to the ‘feel’ of the music. | | |  | | --- | | **Year 5 vocabulary** | | **In general:** | | Use specialist music vocabulary appropriately. | | **Vocabulary for structure:** | | dissonance | | discordant | | resolution | | minuet and trio | | gavotte (as movement titles) | | **Vocabulary for notes and notation:** | | staccato | | legato | | slur | | pianissimo | | fortissimo | | mezzo forte/piano | | sharp/flat (for tuning) | | **Vocabulary for music history:** | | contemporary | | prior | | subsequent | | enduring | | legacy | | dominate | | context | | atonal | | **Vocabulary for instrumentation:** | | standard orchestral instruments ... | | violin | | viola | | cello | | double bass | | harp | | oboe | | flute | | clarinet | | saxophone | |

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| YEAR 2P  Progression of Music Skills Year 6 | | |
| LISTEN | | COMPOSE |
| |  | | --- | | **Year 6** | | **Listen & describe** | | Accurately describe timbre, pitch, melody, major and minor  key, instrumentation and tempo, and the effect of each of these. | | **Identify themes** | | Make inferences from pieces of music and justify their views. | | **Appreciation** | | Explain how their own behaviour might affect the enjoyment  of others. | | **Compare** | | Analyse their and others’ responses to music, extrapolating  from them and justifying their ideas with evidence. | | **Ask questions** | | Regularly ask and answer perceptive questions in musically  valid ways. | | |  | | --- | | **Year 6 pupils should** | | **Create:** | | Compose, using standard music notation, to prepare a solo or ensemble performance. | | **Use technology:** | | Using software to edit music and other audio with increasing sophistication. | | **Critique:** | | Constructively critique their peers’ compositions, and help bring about the improvements. | | |

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| PERFORM | VOCUABLRY |
| |  | | --- | | **Year 6** | | **Sing** | | N/A | | **Aural memory** | | N/A | | **Play - untuned** | | N/A | | **Play - tuned** | | Perform with fluency, control and expression, and with  sensitivity, with very few errors. | | |  | | --- | | **Year 6 vocabulary** | | **In general:** | | Start to apply musical vocabulary in sophisticated ways, eg *crescendo* in non-musical context. | | **Vocabulary for structure:** | | glissando | | syncopation | | hemiola | | antiphony | | anticipation | | **Vocabulary for notes and notation:** | | downbeat | | upbeat | | off-beat | | cross-rhythm | | swing | | **Vocabulary for music history:** | | simultaneous | | medieval | | renaissance | | baroque | | classical (specific sense) | | romantic | | **Vocabulary for instrumentation:** | | bass | | clarinet | | contra-bassoon | | piccolo | | flute | | euphonium | | cornet | | recorder (descant, treble, tenor, bass, contrabass) | | viol | | lute | |