



Learning in Music Skills Progression - Year 1 - Year 6



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aims of the National Curriculum	<ul style="list-style-type: none"> - Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 					
NC Programme of Study	<p>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 Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>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. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.</p>			
Progression in Learning Skills	<p>At our school we follow the Chris Quigley milestones within our Music Curriculum. There are 4 key essential skills which Year 1 to Year 6 focus upon for progress.</p>		<p>To perform- This concept involves understanding that music is created to be performed. To compose - This concept involves appreciating that music is created through a process which has a number of techniques. To transcribe - This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. To describe music - This concept involves appreciating the features and effectiveness of musical elements.</p>			
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To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound and create abstract effects. • Create repeated patterns within a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
To transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise that notes EGBDF and FACE on the musical stave. • Recognise the symbols for minim, crochet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard musical notation of crochet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the meaning of the treble and bass clefs and use them in transcribing compositions.

			<ul style="list-style-type: none"> • Understand and use the #(sharp) and b(flat) symbols. • Use and understand simple time signatures.
To describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> ⇒ pitch ⇒ dynamics ⇒ tempo ⇒ timbre ⇒ texture ⇒ lyrics and melody ⇒ sense of occasion ⇒ expressive ⇒ solo ⇒ rounds ⇒ harmonies ⇒ accompaniments ⇒ drones ⇒ cyclic patterns ⇒ combination of musical elements ⇒ cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.