The Music Partnership – Skills Progression Map KS1/KS2

	MUSIC PARTNERSHI
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National	KEY STAGE 1 Pupils should be taught to		KEY STAGE 2 Pupils should be taught to:		Listen with attention to detail and recall sounds with increasing aural memory.			
Curriculum Content	7		Sing and play musically with increasing confidence and control. Develop any understanding of gravital appropriate and gravital appropria		Use and understand staff and other musical notation Approximate and understand a wide range of high staff.			
Content	 Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. 		 Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 		 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 			
	• Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with		Develop an understanding of the history of music.			
	 Use technology to support learning wh 	nere appropriate.	increasing accuracy, fluency, control and expression.		Use technology to support learning where appropriate.			
		I	Improvise and compose music for a range of purp					
Doufouning	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:		
Performing	 Explore making different sounds with the voice and instruments. 	Perform a simple melody using voice and/or instruments. Perform with a strong sense of pulse.	Play a simple melody with technical control of the instrument/voice to create a pleasing	Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing	Demonstrate awareness of the need for good posture, breathing and diction whilst singing in	When singing, show greater mastery and control of tone, diction, posture and breathing consistently.		
	• Show an understanding of pulse.	Start to understand the difference between pulse and	sound.	sound.	order to maintain a pleasing sound.	Use the interrelated dimensions of music when		
	 Sing and chant songs and rhymes in 	rhythm.	Perform, demonstrating changes in dynamics,	• Sing and play with an awareness of how the interrelated	Sing and play with an understanding of how the	singing and playing in a variety pf styles.		
	unison.	Perform, demonstrating use of dynamics, pitch and	pitch, tempo and articulation.	dimensions of music affect the performance and its	interrelated dimensions of music affect the	Maintain a third part in a vocal or instrumental piece		
	Begin to sing in tune using melodies that may a mainly by standard	tempo.	Demonstrate the difference between pulse and rhythm.	impact on the audience. • Perform using a range of rhythmic/melodic notation	performance and its impact on the audience. Perform using a range of rhythmic and melodic	with an understanding of harmony and texture. • Perform using a range of rhythmic and melodic		
	that move mainly by step and include small intervals.	Play simple rhythms. Sing in tune within a limited pitch range up to an octave.	• Clap or tap a pulse whilst	and/or from graphic notation including crotchet, quaver,	notation combining the inter-related dimensions of	notation to play a variety of ostinati and simple pieces		
	• Start and stop at the appropriate	Develop an awareness of diction when singing.	speaking/playing/improvising a rhythm/song.	minim, semibreve, semiquaver.	music.	or songs, including expression and articulations.		
	time.	• Sing/chant in unison and with a simple second part.	Understand and respond to visual cues for	Understand and respond to visual cues for starting and	Understand and respond to visual cues for starting	 Understand and respond to visual cues for starting 		
	• Follow a leader when performing as	• As part of a group, maintain an ostinato/drone with the	starting and stopping.	stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.	and stopping, and/or fading away, tempi, dynamics and articulation.	and stopping, sustaining sounds, ending words with		
	a group.Recognise visual signs for start, stop,	voice or on instruments. • Perform and interpret a piece using simple notation.	Direct others to start and stop using gestures and can follow a conductor.	Direct others to start and stop using gestures and can	Maintain a third part in a vocal or instrumental	clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.		
	mime actions, sing in your head.	Follow a conductor and recognise visual signs for start,	Maintain a second part in a vocal or	follow a conductor.	piece showing an understanding of texture.	Direct others to start and stop using gestures or		
	 Putting actions to songs. 	stop, mime actions, sing in your head.	instrumental piece (e.g. partner songs and	Maintain a third part in a vocal or instrumental piece	Direct others to start and stop using gestures or	counting in, setting tempi and dynamics, articulation		
	 Playing a pitched note/drone to 		rounds).	showing an understanding of texture (e.g. partner songs,	counting in, setting tempi and dynamics.	and show how to change these within a piece.		
	accompany a song.		Sing rhythmically and expressively using a limited range of notes of approximately an	rounds and simple part harmony). • Continue to sing rhythmically and expressively using a	Perform a solo part within a group.			
			octave with increased control.	range of approximately an octave with increased control.				
Composing	• Say words/rhymes and clap/play to	• Use simple pitch and rhythm patterns to develop a	Make four-bar rhythms in groups, pairs or	Construct a piece with a simple structure (e.g. Binary or	Construct a piece with a simple structure (e.g.	Construct a piece with a more complex structure (e.g.		
and	create simple rhythmic patterns.	structure for a short piece.	individually.	Ternary).	Binary or Ternary, Verse-Chorus, Intro/Outro).	Rondo, Twelve-bar Blues).		
Improvising	 Improvise a rhythm/sound over a given number of beats. 	Improvise a rhythm/sound over a given number of beats. Begin to recognise how music will fit a topic/theme.	• Improvise with increasing confidence. (e.g. using 2 – 3 notes).	 Improvise with increasing confidence (e.g. using 2 – 3 notes). 	 Improvise with increasing confidence (e.g. using a scale pattern). 	 Improvise with increasing confidence. (e.g. using a scale pattern). 		
	• Add sound effects to a story.	• Experiment with different timbres to create effects.	Contribute ideas to a group composition,	Add own words to an existing tune to make a new song.	Use scale patterns to construct melodies,	Can use different scale patterns to construct melodies		
	Make a piece of music to illustrate a	• Recognise and begin to use contrasts in dynamics, tempo	playing own part.	Make soundscapes/descriptive/atmospheric pieces with	understanding pitch direction, movement by step	(e.g. major, minor, pentatonic).		
	character or mood.	or pitch in a simple composition.	Choose instruments and playing techniques to	narrative/through-composed structures.	and leap and knowing names of notes.	Compose showing sensitivity to mood/time/location		
	 Respond to music through movement. 	Respond to music through movement. Notate a composition using simple graphic notation.	accurately depict story, mood or character showing an awareness of timbre.	 Add pitch names to rhythmic notation to make more complex melodies. 	Compose showing sensitivity to mood/time/location through use of inter-related	through use of inter-related dimensions of music, including experimenting with harmonies and chords		
	Understand simple graphic notation	Understand that music can be notated in different ways.	Add pitch names to rhythmic notation to make	Begin to show an awareness of how changes in pitch can	dimensions of music, experimenting with the use of	to create texture.		
	– one sign for a sound or group of	Compose a piece with a beginning, middle and end.	melodies.	be shown on a stave.	harmony to create texture.	Works independently within a group composition		
	sounds.		Understand how changes in pitch can be shown on either graphic score and staff notation.	Work independently within a group composition showing thought in coloration of instruments and playing.	Works independently within a group composition showing thought in selection of instruments and	showing thought in selection of instruments and playing techniques.		
			Understand graphic scores and how more than	showing thought in selection of instruments and playing techniques and understanding the effect of timbre and	playing techniques.	Notate compositions using a variety of methods,		
			one sound can play at a time to create texture.	texture, including adding a drone.	Is beginning to compose using conventional	incorporating the inter-related dimensions of music.		
			Start to understand simple rhythmic notation	Use ICT to compose.	notation for rhythms and/or pitch.	 To create a piece using ICT (ie garage band). 		
			including crotchet, quaver, minim, semibreve.		Use ICT for recording/refining compositions.			
Aural	Listen to and experiment with vocal	Begin to recognise the sounds of different instruments	Recognise and describe how sounds are made	Recognise and describe how sounds are made and	Recognise and identify instrumental families	Recognise and identify instrumental families aurally,		
Awareness	and instrumental sounds.	(timbre) with an understanding of how sounds are	on different instruments.	changed on different instruments and how this groups	aurally.	including instruments from different genres, cultures		
and	• Copy back simple rhythmic patterns	produced.	• Sing and recognise short melodic shapes and	them into instrumental families.	Memorise more complex rhythmic and melodic	and traditions, comparing and contrasting them with		
Theoretical	and melodies.	• Sing and recognise simple melodic shapes and patterns.	rhythmic patterns from memory.	Memorise rhythmic and melodic phrases and match to	patterns and match conventional notation/graphic	their own musical practices and experiences.		
Knowledge	 Recognise duration as being long or short. 	• Take a lead in activities that involve imitation or call and	Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and	conventional/graphic pitch notation. • Continue to develop an awareness of the inter-related	pitch notation. • Continue to develop an awareness of the inter-	Memorise more complex rhythmic and melodic patterns and match to conventional notation.		
	Recognise pitch as high or low.	response. • Continue to develop an awareness of pulse, duration,	articulations in all activities.	dimensions of music, pulse and articulations.	related dimensions of music, pulse and	Continue to develop an awareness of the inter-related		
	• Recognise different articulations e.g.	pitch, tempo, dynamics and articulations in all activities.	• Recognise different metres (e.g. 3 time and 4	Recognise simple structures in the music that is being	articulations.	dimensions of music, pulse and articulations.		
	smooth and detached.	• Recognise groups of instruments.	time).	performed or listened to (e.g. phrases, Binary, Ternary,	Recognise simple structures in the music that is	Recognise structures in the music that is being		
	Feel if the tempo is fast or slow by responding to the pulse.			Verse-Chorus). • Recognise different metres (e.g. 2, 3 or 4 time).	being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar	performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro,		
	responding to the pulse. • Recognise differences in dynamics as			• Recognise unierent metres (e.g. 2, 5 or 4 time).	Blues).	through-composed).		
	loud or soft.				Compare and discuss differences in performances	Compare and discuss differences in performances of		
					of the same piece of music.	the same piece of music.		
Reflecting	Comment on own performances and	a Talk about own and poore' work and make simple	Make constructive comments on over and	• Make constructive comments on own and others'	Recognise a variety of metres. Make constructive comments on own and others'	Recognise a variety of metres. Make constructive and refined comments on own and		
and	 Comment on own performances and compositions. 	Talk about own and peers' work and make simple suggestions for improvement.	Make constructive comments on own and others' music to develop compositions and	Make constructive comments on own and others' music to develop compositions and performances discussing	Make constructive comments on own and others' music to develop compositions and performances	Make constructive and refined comments on own and others' music to develop compositions and		
Evaluating	Describe how the music makes them	Discuss how the music makes them feel and why.	performances.	some of the inter-related dimensions of music.	making use of inter-related dimensions of music.	performances using the full range of inter-related		
	feel and why.	Describe music and sounds in simple terms using basic	Use active listening to make simple connections	Use active listening to make simple connections and	Use active listening to make simple connections	dimensions of music.		
	Describe music and sounds in simple	musical vocabulary including pulse/beat, rhythm/duration	and comparisons between own compositions	comparisons between own compositions and	and comparisons between own compositions and	Use active listening to make simple connections and		
	terms using basic musical vocabulary including pulse/beat, rhythm and	and pitch.	and performances, and those of other musicians.	performances, and those of other musicians. • Identify how composers use the inter-related dimensions	performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition,	comparisons between own compositions and performances, identifying the use of musical devices		
	pitch.		Begin to recognise how composers use the	of music to create effects and mood.	Sequence).	(e.g. Canon, Ostinato, Repetition, Sequence).		
	•		inter-related dimensions of music to create	Ask questions about music in other cultures and	Recognise how music reflects its purpose, place and	Recognise how music reflects its purpose, place and		
			effects and mood.	traditions.	time including other cultures, traditions and a	time, including other cultures and traditions, and		
					variety of genres.	relating it to own cultures, traditions and experiences		
					Discuss music in subjective and objective terms using musical vocabulary.	Confidently use a wide range of musical vocabulary.		
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