

Ringway Primary School Music Skills Progression Grid

At Ringway Primary School, our music curriculum is carefully planned and delivered to ensure that all pupils are inspired to succeed and celebrate both their own and their peers success as well as provide opportunities for children to participate and perform in musical festivals and performances. Our music curriculum is overseen with the understanding that music is a crucial part of a broad and balanced curriculum as well as being one of the highest forms of creativity. As such at Ringway Primary School we seek to both promote and develop a love of music, through highly engaging and enjoyable lessons, in order to help increase children's self-confidence, creativity and sense of achievement.

The music curriculum at Ringway Primary School will ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians
- Learn to sing and use their voices to create and compose music of their own and with others, to 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 Interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The following progression grids outline the skills and vocabulary to be taught across each phase. This grid identifies the skills that each year group will be taught within several key musical disciplines, including: playing and performing, creating and composing, appraising skills and applying knowledge and understanding.

Play and Perform: controlling sounds through singing and playing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can match the pitch by reproducing with his/her voice of a tone sung by another. • Able to sing the melodic shape by moving melody in familiar songs. For example, melody going up and down or 	<ul style="list-style-type: none"> • Can use voices in different ways such as speaking, singing and chanting. • Can play tuned and untuned instruments with control. • Can follow instructions on how and when to sing 	<ul style="list-style-type: none"> • Can use a range of voices expressively and creatively. • Can sing with a sense of shape and melody. • Can perform rhythmical patterns and accompaniments, maintaining a steady pulse. • Can use voice and instruments to show dynamics. 	<ul style="list-style-type: none"> • Can take part in singing songs, following the tune (melody) well, with accurate pitch and using expression. • Can use my voice to maintain a simple part. • Can perform with others', singing in unison and taking 	<ul style="list-style-type: none"> • Can sing in unison and in tune with expression and sense of phrase, showing control in my voice. • Can use my voice or an instrument to maintain a simple part. • Can understand the importance of pronouncing the words in a song well. 	<ul style="list-style-type: none"> • Can sing in tune and show control, breathing well and using clear diction. • Can perform songs with an awareness of the meaning of the words. • Can hold my part in a round. • Can perform songs in a way that reflects their meaning and the occasion. 	<ul style="list-style-type: none"> • Can sing or play with confidence, expression and in tune. • Can perform alone and in a group, with clear diction, controlled pitch and sense of phrase. • Can take turns to lead a group. • Can sing a harmony part confidently and accurately.

<p>down and up.</p> <ul style="list-style-type: none"> • Can sing entire songs. • May enjoy performing either solo or as a member of a group. • Can internalise music. • Can show levels of control to hold and play instruments to make a sound. For example, holding a triangle in the air by the string with one hand and playing it using a beater with another. 	<p>or play an instrument.</p> <ul style="list-style-type: none"> • Can create and choose sounds. • Can perform simple rhythmical patterns and is beginning to show an awareness of pulse. • Can imitate changes in pitch. • Can think about others when performing. 	<ul style="list-style-type: none"> • Can perform with others, taking instructions from the leader. 	<p>instructions from the leader.</p> <ul style="list-style-type: none"> • Can vary dynamics with my voice and instruments when working alone or with others. 	<ul style="list-style-type: none"> • Can play notes on instruments with care so they sound clear. • Can perform with control and awareness of what others in the group are singing or playing. 	<ul style="list-style-type: none"> • Can sustain a drone or melodic ostinato to accompany singing. • Can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). • Can improvise within a group. 	<ul style="list-style-type: none"> • Can maintain my own part with an awareness of what others are playing or singing
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Create and Compose: making and developing musical ideas

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can add sound effects to stories using instruments. • Can tap rhythms to accompany words. For example: tapping the number of syllables. • Can create rhythm using instruments and body percussion. • Can explore different sounds to express their thoughts and feelings. • Can create their own song or improvise one around one they know. 	<ul style="list-style-type: none"> • Can experiment with sounds. • Can copy a simple pattern of long and short sounds. • Can choose sounds to represent things. • Can recognise and explore how sounds can be organised. • Can identify and organise sounds, using simple criteria: loud, soft, high and low. 	<ul style="list-style-type: none"> • Can make a sequence of long and short sounds with help. • Can use invented or real symbols to invent and record simple rhythm patterns. • Can choose sounds to represent different things (ideas, thoughts, feelings, moods etc). • Can repeat short rhythmic and melodic patterns. • Is beginning to explore, choose and order sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Can carefully choose sounds and order them to achieve an effect. • Can create short rhythmic phrases and record these using real or invented symbols. • Can create short musical patterns. • Can show control when playing musical instruments so that they sound, as they should. • Can use changes in pitch to communicate an idea. • Can begin to join simple layers of sound e.g. a background rhythm and a solo melody. 	<ul style="list-style-type: none"> • Can compose and perform melodies and songs, using simple repeated patterns. • Can create rhythmical and simple melodic patterns using an increased number of notes. • Can join layers of sound thinking about musical dynamics of each layer and understanding the effect. • Can carefully choose, order, combine and control sounds with awareness of their combined effect. 	<ul style="list-style-type: none"> • Can create rhythmic patterns with an awareness of timbre and duration. • Can create music, which reflects given intentions and uses notations as a support for performance. • Can create increasingly complicated rhythmic and melodic phrases within given structures. 	<ul style="list-style-type: none"> • Can demonstrate imagination and confidence in the use of sound. • Can show thoughtfulness in selecting sounds and structures to convey an idea. • Can use a variety of different musical devices including melody and rhythms. • Can create and improvise melodic and rhythmic phrases as part of a group performance. • Can compose by developing ideas within a range of given musical structures.

Appraising Skills: Responding to and reviewing music

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Listens and responds to others in a pair or group during music making. • Can play instruments – including imaginary instruments such as air guitar – to match the structure of music. For example, playing quietly with quiet phrases within music and stopping when the music stops. • May play along to the beat of the song they are 	<ul style="list-style-type: none"> • Can talk about how music makes them feel or want to move. For example, “It makes me want to jump/shout/sleep” etc. • Can think about and make simple suggestions about how to make their work better. For example, play faster or louder. 	<ul style="list-style-type: none"> • Can respond to the different moods in music and explain thinking about changes in sound. • Can identify what improvements could be made to own work and make these changes, including: altering the use of voice, playing of and choice of instruments. 	<ul style="list-style-type: none"> • Can explore and comment on the ways sounds can be used expressively. • Can comment on the effectiveness of their own work, identifying and making improvements. 	<ul style="list-style-type: none"> • Can recognise and explore the ways sounds can be combined and used expressively and comment on this effect. • Can comment on the effectiveness of their own work, identifying and making improvements based on the intended outcome. 	<ul style="list-style-type: none"> • Can describe, compare and evaluate different types of music beginning to use musical terminology with accuracy. • Can comment on the success of their own and others’ work, suggesting improvements based on the intended outcomes. 	<ul style="list-style-type: none"> • Can describe, compare and evaluate different types of music using a range of musical terminology including the inter-related dimensions of music. • Can evaluate the success of their own and others’ work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

<div>singing or music being listened to.</div> <div><ul style="list-style-type: none">• May play along with the rhythm in the music. For example, may play along with the lyrics in the songs they are singing or listening to.</div>						
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Listening and applying knowledge and understanding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Can begin to understand that musical elements can be used to create different moods and effects. To listen to short, simple pieces of music and talk about when and why they may hear it. For example, a lullaby or a wedding march. 	<ul style="list-style-type: none"> Can identify and recognise repeated patterns and follow a wider range of musical instructions. Can understand how musical elements create different moods and effects. Can confidently represent sounds with a range of symbols, shapes and marks. Can listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. For example, "It's quiet and smooth so it would be good for a lullaby". 	<ul style="list-style-type: none"> Can listen with attention. Can begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume. To listen to and begin to respond to music drawn from different traditions as well as great composer 	<ul style="list-style-type: none"> To listen to and recall patterns of sounds with increasing accuracy. To understand how different musical elements are combined and used expressively. To understand and begin to use established and invented musical notations to represent music. To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. 	<ul style="list-style-type: none"> To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and how music can reflect different meanings. To recognise and use a range of musical notations including staff notation. To listen to a range of high quality, live and record music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. 	<ul style="list-style-type: none"> To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore between the relationship between sounds and how music can reflect different meanings. To use and apply a range of musical notations including staff notation to: plan, revise and refine notation and musical material. To develop a robust understanding of the history of music from different cultures, traditions, composers and musicians as

					well as evaluate how venue, occasion and purpose may effect the way that music is created and performed.
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Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Song • Music • Beat • Soft/hard • Quiet/Loud • Fast/slow 	<ul style="list-style-type: none"> • Instrument • Sound • Pulse • Rhythm • High/low 	<ul style="list-style-type: none"> • Compose • Notation • Perform • Tempo 	<ul style="list-style-type: none"> • Crotchet • Minim • Semibreve • Pitch • Dynamics • Melody • Structure • Percussion • Brass • Wind • Orchestra • Breathing 	<ul style="list-style-type: none"> • Timbre • Phrase • Forte • Piano • Allegro • Adagio 	<ul style="list-style-type: none"> • Crescendo • Diminuendo • Quaver • Ostinato • Fortissimo 	<ul style="list-style-type: none"> • Legato • Staccato • Allegretto • Andante • Largo