




SMS Music Key Skills Progression Ladder FS - Year 2. National curriculum statements in ***bold and italics***. ***Vocab in Blue*** Written by Alexandra Dalton

	FS	Year 1	Year 2
Singing	<ul style="list-style-type: none"> <li>• Sing echo <b>songs</b> and perform movements to a steady <b>beat</b>.</li> <li>• Explore singing at different speeds and pitch to create moods and feelings.</li> <li>• Discover how to use the voice to create <b>loud</b> and <b>quiet</b> sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the use of the voice in different ways e.g through speaking, singing, <b>chanting</b> and different timbres (e.g. ‘have you got your witches voice?’)</li> <li>• Discover how the voice can produce <b>high</b> and <b>low (pitch)</b> to create different effects (hippos and mice?). Sing with a sense of the shape of the melody</li> <li>• <b>Improvise sound effects</b> with the voice</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></b></li> <li>• Begin to sing with expression, creativity and <b>confidence</b> and dynamic range</li> <li>• Sing songs using creativity and <b>expression</b> being able to create dramatic effect</li> <li>• Learn to sing in tune using simple 2 -5 note songs, singing short sections independently.</li> <li>• <b>Improvise</b> small sections of songs (Where are you going, hello, how are you?)</li> </ul>
Musicianship (including performing)	<ul style="list-style-type: none"> <li>• Play <b>instruments</b> to a steady beat.</li> <li>• Understand how to hold and play an instrument with care.</li> <li>• Explore the different <b>sounds</b> instruments make. (<b>shake, tap, scrape</b>)</li> <li>• Choose an instrument to create a specific sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and tap/play the beat.</li> <li>• Understand the concept of beat: walk, move, clap and play simple durations. Transfer the beat</li> <li>• Explore and categorize <b>tuned and un-tuned instruments</b>.</li> <li>• Play instruments showing an awareness of others.</li> <li>• Repeat and investigate simple beats and <b>rhythms</b>.</li> <li>• Learn to play sounds linking with <b>symbols</b> including pitch (lifts and stairs).  </li> <li>• Understand how to play an instrument with care and attention.</li> <li>• Follow a <b>conductor</b>, some will conduct the class (beat, pitch – lifts and stairs)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and tap/play groups of 2, 3 and 4 beats ( <b>beat time</b>)</li> <li>• Understand and explore the difference between beat and rhythm. Follow <b>tempo</b> changes in body, on <b>percussion</b> instruments.</li> <li>• <b><i>Play tuned and un-tuned instruments musically.</i></b></li> <li>• Perform simple patterns and accompaniments keeping to a steady pulse. Maintain a simple part (i.e. simple rhythm over beat or vice-versa). Maintain an <b>ostinato</b> part (e.g.  ‘Cater-pillar crawl shh’)</li> <li>• Represent sounds with symbols, both graphically (e.g fireworks) and with western notation </li> <li>• Begin to represent pitch changes (use hands, then 1 or 2 -lined stave and/or dot notation and play these on percussion (high-low chickalow)</li> </ul>

			<ul style="list-style-type: none"> <li>Recognise and explore how sounds can be organised.</li> <li>Understand how to control playing a musical instrument whilst watching a conductor.</li> <li>Lead (conduct) the class (hoops game, dynamics, tempo)</li> </ul>
Listening	<ul style="list-style-type: none"> <li>Listen to a range of music from different times and places</li> <li>Express feelings in music by responding to different moods in a musical score.</li> <li>Listen to music and respond by using hand and whole- body movements.</li> <li>Listen to different sounds (eg, animal sounds) and respond with <b>voice</b> and <b>movement</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a wide range of music from different times and places.</li> <li>Reflect on how music can affect mood (e.g. <b>fast</b> music might make us feel happy).</li> <li>Respond in the body to recorded music (e.g. Carnival of the Animals)</li> <li>Sort instruments into different types (e.g. tap, scrape, shake).</li> </ul>	<ul style="list-style-type: none"> <li><b><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></b></li> <li>Reflect on and explore how music can be used to create different moods and effects, and to communicate ideas.</li> <li>Understand and recognise certain instruments (Peter and the Wolf?) and the families of the <b>orchestra</b> (sort instruments into different <b>families</b>). Sort music into different genres (e.g. <b>pop/classical</b>).</li> </ul>
Composing	<ul style="list-style-type: none"> <li>Choose different instruments, including the voice, to create different sound effects in play.</li> <li>Investigate a variety of ways to create sound with different materials.</li> <li>Experiment <b>performing</b> songs and music together with body movements to a steady beat.</li> <li>Focus: play</li> </ul>	<ul style="list-style-type: none"> <li>Choose instruments to create sound effects (e.g. jack and the beanstalk)</li> <li>Investigate long and short sounds.</li> <li>Improvise in response to a picture/mood</li> <li>Explore own ideas and make changes to these if desired.</li> <li>Begin to explore notating music as a way of recording work/musical thoughts in different forms eg grids, graphic</li> <li>Focus: effects – rhythm and pitch</li> </ul>	<ul style="list-style-type: none"> <li>Choose and organise sounds to represent different things eg, ideas, thoughts, feelings, moods. Choose carefully and order sounds in a beginning, middle and end.</li> <li><b><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></b></li> <li>Improvise question and answer phrases (4 beats).</li> <li>Use sounds to achieve an effect (including use of technology)</li> <li>Create short musical <b>patterns</b>.</li> <li>Continue to learn to notate music in different forms</li> <li>Focus: form</li> </ul>

SMS Music Key Skills Progression Ladder Years 3 – 6 National curriculum statements in ***bold and italics***. ***Vocab in Blue***. Written by Alexandra Dalton

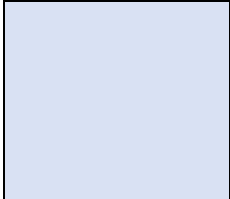
	Year 3	Year 4	Year 5	Year 6
<p>Singing</p> <p><b><i>Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</i></b></p>	<ul style="list-style-type: none"> <li>• Sing in tune one <b>octave</b> range (Senwa Dedende) [<b><i>accuracy</i></b>] with notation to support</li> <li>• Perform simple melodic and rhythmic <b>parts</b></li> <li>• Sing in a <b>round</b>, listening to other parts</li> <li>• Technique: warm-ups, <b>diaphragm, posture</b>, soft palette lift. Develop a beautiful, gentle, <b>unison blended</b> sound (skye boat song?)</li> <li>• Perform with confidence as a choir.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in tune over an octave range with dynamics, reading from a score.</li> <li>• Perform simple melodic and rhythmic parts with awareness of others.</li> <li>• Sing rounds and <b>partner songs</b> (e.g. Swing Low medley, ‘Banana Splits’ book) [<b><i>fluency</i></b>]</li> <li>• Maintain a simple part within a group.</li> <li>• Understand the importance of pronouncing the words in a song well (<b>articulation</b>)</li> <li>• Sing songs in 4 and 3 time</li> <li>• Technique: dynamics including <b>crescendo/diminuendo</b></li> <li>• Perform with control and awareness of what others in the group are singing or playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform songs with understanding of the relationship between <b>lyrics, melody, verse and chorus</b>.</li> <li>• Maintain own parts whilst performing with awareness of how different parts fit together and the need to achieve an overall effect.</li> <li>• Technique: Breathing, phrasing, vocal health. [<b><i>control</i></b>]</li> <li>• Perform songs with an awareness of the meaning of words.</li> <li>• Hold an independent part</li> <li>• Perform songs in a way that reflects their meaning and the occasion.</li> <li>• Sustain a drone or melodic ostinato to accompany singing.</li> <li>• Play an accompaniment on an instrument eg, xylophone, guitar or drum.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform significant parts from memory and from notations with awareness of own contribution.</li> <li>• Sing or play from memory with confidence, <b>expression</b> and in tune.</li> <li>• Technique: <b>context, style, tone</b> (twang, round etc)</li> <li>• Perform alone and in a group, displaying a variety of techniques.</li> <li>• Take turns to lead a group.</li> <li>• Sing a <b>harmony</b> part confidently and accurately.</li> </ul>

<p>Musicianship (including instrumental skills, theory and performing)</p> <p><b><i>Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></b></p>	<ul style="list-style-type: none"> <li>• Notation: read, play using percussion, explore, combine and <b>compose</b> with rhythms (see table below). Relate the rhythms to songs (Senwa Dedende) <b>[accuracy]</b></li> <li>• Perform simple melodic and rhythmic parts on percussion</li> <li>• Stave notation: Look at the <b>scores</b> of songs and notice how the music goes up and down and how this relates to the pitch they are singing</li> </ul>	<ul style="list-style-type: none"> <li>• Notation: Learn <b>stave</b> notation (<b>treble clef</b>) through playing, improvising and composing on the <b>recorder [accuracy]</b></li> <li>• Further develop rhythmic notation reading <b>[fluency]</b></li> <li>• Incorporate instruments children are learning outside the classroom routinely in lessons</li> <li>• Play and conduct music in different time signatures (3 and 4)</li> <li>• Recorder: routinely copy short <b>phrases listen with attention to detail and recall sounds with increasing aural memory</b></li> <li>• Recorder technique: Understand how to use the diaphragm and the importance of good posture to make a good tone on the recorder. NB a few children with SEND will play percussion instruments from term 2 if they are unable to access the recorder in a way that is musically viable.</li> <li>• Recorder performance: maintain individual parts accurately within the rhythmic <b>texture</b>, achieving a sense of ensemble.</li> <li>• Understand the differences between 2/4, 3/4 and 4/4 time signatures</li> </ul>	<ul style="list-style-type: none"> <li>• Notation: Use stave and <b>tab</b> through playing the <b>Ukulele</b></li> <li>• Incorporate instruments children are learning outside the classroom routinely in lessons</li> <li>• Perform using voice, Uke, recorder and other instruments with <b>fluency</b> and <b>control</b>.</li> <li>• Understand how <b>triads</b> are formed, and play them on tuned percussion, melodic instruments, Ukuleles or keyboards. Perform simple, <b>chordal accompaniments</b> to familiar songs (e.g. 'Stay with Me' by Sam Smith).</li> <li>• Understand the difference between major and minor and the musical effect of these different chord types</li> <li>• Ukulele: routinely copy short phrases and rhythms <b>listen with attention to detail and recall sounds with increasing aural memory</b></li> <li>• Ukulele technique: Understand how to hold the uke with the thumb on the back and high fingers, pressed to the fingerboard in order to clear the open strings, and <b>strum</b> gently with a good tone.</li> <li>• Ukulele performance: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> <li>• Perform a range of repertoire pieces and arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Notation: Use a variety of notations when performing and composing. <b>use and understand staff and other musical notations</b></li> <li>• Incorporate instruments children are learning outside the classroom routinely in lessons</li> <li>• Use a range of musical interrelated dimensions to describe music eg, pitch, tempo, timbre, dynamics etc</li> <li>• Engage with others through <b>ensemble</b> playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</li> <li>• Routinely describe music using musical vocabulary and identify strengths and weaknesses in music giving opinions.</li> </ul>
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			<p>combining <b>acoustic</b> instruments to form mixed ensembles.</p> <ul style="list-style-type: none"><li>• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies</li></ul>	
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<p>Listening</p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p>	<ul style="list-style-type: none"> <li>• <b>Composer of the month – whole school project</b></li> <li>• Notice and explore the way sounds can be combined and used expressively.</li> <li>• Listen to different types of composers and musicians.</li> <li>• <b>Develop an understanding of the history of music</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composer of the month – whole school project</b></li> <li>• Notice, analyse and explore the way sounds can be combined and used expressively.</li> <li>• Comment on musicians use of technique to create effect.</li> <li>• <b>Develop an understanding of the history of music</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composer of the month – whole school project</b></li> <li>• Notice and explore the relationship between sounds.</li> <li>• Notice and explore how music reflects different intentions.</li> <li>• <b>Develop an understanding of the history of music</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composer of the month – whole school project</b></li> <li>• Notice, comment on and compare the use of <b>musical devices</b>.</li> <li>• Notice, comment on and compare the relationship between sounds.</li> <li>• Notice, comment on, compare and explore how music reflects different intentions.</li> <li>• Understand and recognise all orchestral instruments (Holst – Mars?, Britain ‘Young Person’s guide’), families of the orchestra and sets of instruments used in other non-western music.</li> <li>• <b>Develop an understanding of the history of music</b> (musical protest – environment link?)</li> </ul>
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<p><b>Appreciate and understand a wide range of live and recorded music</b></p>	<ul style="list-style-type: none"> <li>• Recognise and identify instruments being played.</li> <li>• Comment on likes and dislikes.</li> <li>• Recognise how the interrelated dimensions of music can be used together to compose.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify instruments and numbers of instruments being played.</li> <li>• Compare music and express growing tastes in music.</li> <li>• Explain how the interrelated dimensions can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and evaluate different kinds of music using appropriate musical vocabulary.</li> <li>• Explain how the interrelated dimensions, features and styles can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and compare musical features choosing appropriate musical vocabulary.</li> <li>• Explain and evaluate how the interrelated dimensions, features and styles can be used together to compose music.</li> </ul>
<p><b>Develop an understanding of the history of music</b></p>	<ul style="list-style-type: none"> <li>• Think about the different purposes of music throughout history and in other cultures.</li> <li>• Recognise that sense of occasion affects the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different purposes of music throughout history and in other cultures.</li> <li>• Understand that sense of occasion affects the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the different cultural meanings and purposes of music, including contemporary culture.</li> <li>• Use different venues and occasions to vary own performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and explore how music reflects time, place, and culture.</li> <li>• Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural.</li> <li>• Use different venues and occasions to vary own performances and be able to explain why this matters.</li> </ul>
<p>Improvise and compose. <b>improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p>	<ul style="list-style-type: none"> <li>• Compose music that combines musical interrelated dimensions eg <b>dynamics</b> and tempo</li> <li>• Compose and perform from rhythmic notation</li> <li>• Order sounds to help create an effect.</li> <li>• Compose music as a response to stimuli (e.g. arctic, rainforest)</li> <li>• Focus: beginning,</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music that combines <b>layers</b> of sounds with awareness of the effect.</li> <li>• Recognise and create repeated patterns (ostinati) with a range of instruments.</li> <li>• Create accompaniments for tunes (<b>drones</b> and parts)</li> <li>• Compose and perform melodies incorporating stave notation</li> <li>• Use sound to create abstract effects. <b>Timbre</b></li> <li>• Focus: layers and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• Use the venue and sense of occasion to create performances that are well appreciated by the audience.</li> <li>• Compose by developing ideas within musical <b>structures</b>.</li> <li>• Improvise melodic and rhythmic phrases as part of a group performance.</li> <li>• Improvise within a group.</li> <li>• Focus: chords (<b>blues?</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise melodic and rhythmic material within a given structure.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Use a computer to compose music <b>loops, bass line,</b></li> <li>• Show stylistic awareness when composing from a stimulus of classical, world and other music (BBC ten pieces).</li> </ul>



middle, end



- Focus: style, parts, software, ternary, rondo forms.