

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: how our music scheme develops music skills from EYFS through to Year 6. It shows the progression in skills from EYFS to Year 6 for each of the following strands: Listening, Composing, Performing and the History of Music (KS2). There is a progression of knowledge document included for our Inter-related dimensions of music strand.

Listening				
Playgroup	Nursery	Reception	Year 1	Year 2
<p>Can keep a steady beat by tapping knees to music.</p> <p>Anticipates phrases and actions in rhymes and songs like 'Humpty Dumpty'.</p>	<p>Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p>	<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they *listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p>

<p>Demonstrates they are listening by trying to join in with actions and vocalisations.</p> <p>(Taken from Ringway EY Assessment booklet)</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>(Taken from Ringway EY Assessment booklet)</p>	<p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. (Ringway EY Assessment booklet).</p>	<p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group</p>	<p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>
Year 3	Year 4	Year 5	Year 6	
<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.)</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p>	

<p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrecendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>inter-related dimensions of music) to discuss and evaluate their own and others' work</p>	<p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
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Composing				
Playgroup	Nursery	Reception	Year 1	Year 2
<p>Creates rhythmic sounds and movements.</p> <p>Creates sounds by rubbing, shaking, tapping, striking or blowing.</p> <p>Explore a range of instruments and play them in different ways.</p> <p>(Taken from Ringway EY Assessment booklet)</p>	<p>Can play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>(Taken from Ringway EY Assessment booklet)</p>	<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p>

		Create collaboratively, sharing ideas, resources and skills. (Ringway, EY Assessment booklet)	Beginning to make improvements to their work as suggested by the teacher.	Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.			
Year 3		Year 4		Year 5		Year 6	
<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary</p>		<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p>		<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>		<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary</p>	

Performing				
Playgroup	Nursery	Reception	Year 1	Year 2
Joins in singing songs and rhymes.	Remember and sing entire songs.	<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p>

<p>Takes part in action songs e.g. 'Twinkle, Twinkle'.</p> <p>Enjoys singing, music and toys that make sounds.</p> <p>Moves and dances to music.</p> <p>(Taken from Ringway EY Assessment booklet)</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes.</p> <p>(Taken from Ringway EY Assessment booklet)</p>	<p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p> <p>Explore and engage in music making and dance, performing solo or in groups. (Ringway EY Assessment booklet)</p> <p>Sing a range of well-known nursery rhymes and songs. ELG</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG</p>	<p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p>	<p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>
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Year 3	Year 4	Year 5	Year 6
<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues.</p>

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History (KS2 Only)			
Year 3	Year 4	Year 5	Year 6
Understanding that music from different times has different features. (Also part of the Listening strand)	*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)

The inter-related dimensions of music				
Pitch	Reception	Year 1		Year 2
	To understand that what 'high' and 'low' notes are. Sing in a group or on their own, increasingly matching the pitch and following the melody (Ringway EY assessment booklet)	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.		To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.
	Year 3	Year 4	Year 5	Year 6
To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that	To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key	

	<p>around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.</p>
Duration	Reception		Year 1	Year 2
	<p>To recognise that different sounds can be long or short.</p>		<p>To know that rhythm means a pattern of long and short notes.</p>	<p>To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>
	Year 3	Year 4	Year 5	Year 6
	<p>To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.</p>	<p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To understand that all types of music notation show note duration. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat, a crotchet one whole beat and a minim two whole beats.</p>
Dynamics	Reception		Year 1	Year 2
	<p>To understand that instruments can be played loudly or softly.</p>		<p>To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.</p>	<p>To know that dynamics can change the effect a sound has on the audience.</p>

	Year 3	Year 4	Year 5	Year 6
	To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics.
Tempo	Reception		Year 1	Year 2
	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.		To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.	To understand that the tempo of a musical phrase can be changed to achieve a different effect.
	Year 3	Year 4	Year 5	Year 6
	N/A	To know that playing in time means all performers playing together at the same speed.	To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	Reception		Year 1	Year 2
	To know that different instruments can sound like a particular character. To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).		To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.
	Year 3	Year 4	Year 5	Year 6
	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.

Texture	Reception		Year 1		Year 2			
	To know that music often has more than one instrument being played at a time.		To know that music has layers called 'texture'.		To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.			
	Year 3		Year 4		Year 5		Year 6	
	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.		To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.		To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.		To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.	
Structure	Reception		Year 1		Year 2			
	To recognise the chorus in a familiar song.		To know that a piece of music can have more than one section, eg a verse and a chorus.		To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.			
	Year 3		Year 4		Year 5		Year 6	
	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.		To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are		To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.		To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.	

		used as a building block in many well-known pieces of music		To know that ground bass is a repeating melody played on a bass instrument in Baroque music.				
Notation	Reception		Year 1		Year 2			
	To know that signals can tell us when to start or stop playing.		To understand that music can be represented by pictures or symbols.		To know that 'notation' means writing music down so that someone else can play it. I know that a graphic score can show a picture of the structure and / or texture of music.			
	Year 3		Year 4		Year 5		Year 6	
	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.		To know that 'performance directions' are words added to music notation to tell the performers how to play.		To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.		To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.	

Vocabulary

Playgroup	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Clap Bang Stamp	Move In time Quiet/loud Fast/slow Sound	Song Music Beat Soft/hard High/low Rhythm Instrument Body percussion	Pulse chant copy Percussion instrument Chorus Dynamics Graphic score Pitch Texture Timbre Thick/thin Tune Verse Rhythmic Pattern	Backing track Call and response Composition Performance Represent Rhythmic notation Sequence Tempo Timbre Vary Volume Musician Orchestral Sections Woodwind Notation Accuracy arrange Compare Contrast motif Sequence Duration	Ballad Ensemble Solo Stanza Crotchet Quaver Minim Lyrics Key Change Key change Major Key Minor Key Co-ordinated Crescendo Control Fluency Grid Notation Harmony Melody Musical Terminology Octaves Pentatonic Phrases Scale Wind Brass	Contrasting Rhythms Loop Organisation Bass line Flat notes Originate Sharp Notes Acapella Breath control Cue Diction Ostinato In the round Vocal ostinato Col legno Forte Sliding Pitch Staccato Metronome Repique Samba Syncopated Semibreve	Balance Dotted minim Pitch notation Sheet music Staff notation Stave 2 bar blues Ascending scale Blues scale Chord Descending scale Break Djembe Eight-beat-break Polyrhythms Pronunciation Visual representation Fragment Librettist Libretto Lyricist Musical director Opera Operetta Crescendo Diminuendo Fortissimo	Characterise Complement Counter-melody Era Morale Notate Phrasing Score Solfa Characteristics Chromatics Clashing Conversation Evoke Imagery Interpret Interval Major Melodic Military Minor Modulate Polished Timpani Termolo Urgency 3/4 time 4/4 time Accidentals Legato Semi-quaver Translate Variations Bass clef Sharp note Diminuendo Ritardando Polyphonic