

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

Playgroup	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creates rhythmic sounds and movements.	Can play instruments with increasing control to express their feelings and ideas.	Explore and engage in music making and dance, performing solo or in groups.	Can use voices in different ways such as speaking, singing and chanting.	Can use a range of voices expressively and creatively.	Can take part in singing songs, following the tune (melody) well, with accurate pitch and using expression.	Can sing in unison and in tune with expression and sense of phrase, showing control in my voice.	Can sing in tune and show control, breathing well and using clear diction.	Can sing or play with confidence, expression and in tune.
Creates sounds by rubbing, shaking, tapping, striking or blowing.	Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Can internalise music.	Can play tuned and untuned instruments with control.	Can sing with a sense of shape and melody.	Can perform rhythmical patterns and accompaniments, maintaining a steady pulse.	Can use my voice to maintain a simple part.	Can perform songs with an awareness of the meaning of the words.	Can perform alone and in a group, with clear diction, controlled pitch and sense of phrase.
Can keep a steady beat by tapping knees to music.		Can show levels of control to hold and play instruments to make a sound. For example, holding a	Can follow instructions on how and when to sing or play an instrument.		Can use my voice to maintain a simple part.	Can use my voice or an instrument to maintain a simple part.	Can hold my part in a round.	<ul style="list-style-type: none"> • Can take turns to lead a group.

		<p>triangle in the air by the string with one hand and playing it using a beater with another.</p> <p>Sing in a group or on their, increasingly matching the pitch and follow the melody.</p>	<p>Can create and choose sounds.</p> <p>Can perform simple rhythmical patterns and is beginning to show an awareness of pulse.</p> <p>Can imitate changes in pitch.</p> <p>Can think about others when performing.</p>	<p>Can use voice and instruments to show dynamics.</p> <p>Can perform with others, taking instructions from the leader.</p>	<p>instructions from the leader.</p> <p>Can vary dynamics with my voice and instruments when working alone or with others.</p>	<p>words in a song well.</p> <p>Can play notes on instruments with care so they sound clear.</p> <p>Can perform with control and awareness of what others in the group are singing or playing.</p>	<p>meaning and the occasion.</p> <p>Can sustain a drone or melodic ostinato to accompany singing.</p> <p>Can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p> <p>Can improvise within a group.</p>	<ul style="list-style-type: none"> • Can sing a harmony part confidently and accurately. • Can maintain my own part with an awareness of what others are playing or singing
--	--	---	--	---	--	--	--	---

Create and Compose: making and developing musical ideas								
Playgroup	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore a range of instruments and play them in different ways.</p> <p>Enjoys singing, music and toys that make sounds.</p>	<p>Create their own songs, or improvise a song around one they know.</p>	<p>Can add sound effects to stories using instruments.</p> <p>Can tap rhythms to accompany words. For example: tapping the number of syllables.</p> <p>Can create rhythm using instruments</p>	<p>Can experiment with sounds.</p> <p>Can copy a simple pattern of long and short sounds.</p> <p>Can choose sounds to represent things. Can recognise and explore how sounds can be organised.</p>	<p>Can make a sequence of long and short sounds with help.</p> <p>Can use invented or real symbols to invent and record simple rhythm patterns.</p> <p>Can choose sounds to represent different things</p>	<p>Can carefully choose sounds and order them to achieve an effect.</p> <p>Can create short rhythmic phrases and record these using real or invented symbols.</p> <p>Can create short musical patterns.</p>	<p>Can compose and perform melodies and songs, using simple repeated patterns.</p> <p>Can create rhythmical and simple melodic patterns using an increased number of notes.</p>	<p>Can create rhythmic patterns with an awareness of timbre and duration.</p> <p>Can create music, which reflects given intentions and uses notations as a support for performance.</p>	<p>Can demonstrate imagination and confidence in the use of sound.</p> <p>Can show thoughtfulness in selecting sounds and structures to convey an idea. Can use a variety of different musical devices including</p>

		<p>and body percussion.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Perform songs, with others, and (when appropriate) try to move in time with music.</p>	<p>Can identify and organise sounds, using simple criteria: loud, soft, high and low.</p>	<p>(ideas, thoughts, feelings, moods etc).</p> <p>Can repeat short rhythmic and melodic patterns.</p> <p>Is beginning to explore, choose and order sounds using the inter-related dimensions of music.</p>	<p>Can show control when playing musical instruments so that they sound, as they should.</p> <p>Can use changes in pitch to communicate an idea.</p> <p>Can begin to join simple layers of sound e.g. a background rhythm and a solo melody.</p>	<p>Can join layers of sound thinking about musical dynamics of each layer and understanding the effect.</p> <p>Can carefully choose, order, combine and control sounds with awareness of their combined effect.</p>	<p>Can create increasingly complicated rhythmic and melodic phrases within given structures.</p>	<p>melody and rhythms.</p> <p>Can create and improvise melodic and rhythmic phrases as part of a group performance.</p> <p>Can compose by developing ideas within a range of given musical structures.</p>
--	--	--	---	--	--	---	--	--

Appraising Skills: Responding to and reviewing music								
Playgroup	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Moves and dances to music.	Respond to what they have heard, expressing their thoughts and feelings.	<p>Listens and responds to others in a pair or group during music making.</p> <p>Can play instruments – including imaginary instruments such as air guitar – to match the structure of music. For example, playing quietly with quiet</p>	<p>Can talk about how music makes them feel or want to move. For example, “It makes me want to jump/shout/sleep” etc.</p> <p>Can think about and make simple suggestions about how to make their work better. For example, play faster or louder.</p>	<p>Can respond to the different moods in music and explain thinking about changes in sound.</p> <p>Can identify what improvements could be made to own work and make these changes, including:</p>	<p>Can explore and comment on the ways sounds can be used expressively.</p> <p>Can comment on the effectiveness of their own work, identifying and making improvements.</p>	<p>Can recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>Can comment on the effectiveness of their own work, identifying and making improvements based on the intended outcome.</p>	<p>Can describe, compare and evaluate different types of music beginning to use musical terminology with accuracy.</p> <p>Can comment on the success of their own and others’ work, suggesting improvements based on the</p>	<p>Can describe, compare and evaluate different types of music using a range of musical terminology including the inter-related dimensions of music.</p> <p>Can evaluate the success of their own and others’ work, suggesting specific</p>

		<p>phrases within music and stopping when the music stops.</p> <p>May play along to the beat of the song they are singing or music being listened to.</p> <p>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.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>		<p>altering the use of voice, playing of and choice of instruments.</p>			<p>intended outcomes.</p>	<p>improvements based on intended outcomes and comment on how this could be achieved.</p>
--	--	--	--	---	--	--	---------------------------	---

Listening and applying knowledge and understanding

Playgroup	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Anticipates phrases and actions in rhymes and songs like 'Humpty Dumpty'.</p> <p>Joins in singing songs and rhymes.</p> <p>Takes part in action songs e.g. 'Twinkle, Twinkle'.</p> <p>Demonstrates they are listening by trying to join in with actions and vocalisations.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Remember and sing entire songs.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes.</p>	<p>Can listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Can begin to understand that musical elements can be used to create different moods and effects.</p> <p>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.</p>	<p>Can identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>Can understand how musical elements create different moods and effects.</p> <p>Can confidently represent sounds with a range of symbols, shapes and marks.</p>	<p>Can listen with attention.</p> <p>Can begin to understand how different musical elements are combined and used to create an effect.</p> <p>To begin to recognise simple notations to represent music, including pitch and volume.</p> <p>To listen to and begin to respond to</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To understand how different musical elements are combined and used expressively.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p>	<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To recognise and use a range of musical notations including staff notation.</p>	<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>To identify and explore between the relationship between sounds and how music can reflect different meanings.</p> <p>To use and apply a range of musical notations including staff notation to:</p>

				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".	music drawn from different traditions as well as great composer	To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	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.	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.
--	--	--	--	--	---	--	---	--

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	Song Music Beat Soft/hard	Instrument Sound Pulse Rhythm	Compose Notation Perform	Crotchet Minim Semibreve Pitch	Timbre Phrase Forte Piano	Crescendo Diminuendo Quaver Ostinato	Legato Staccato Allegretto Andante

			High/low	Tempo	Dynamics Melody Structure Percussion Brass Wind Orchestra Breathing	Allegro Adagio	Fortissimo	Largo
--	--	--	----------	-------	--	-------------------	------------	-------