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| YEAR 2PProgression of Music Skills Year 1 |
| LISTEN | PERFORM |
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| **Year 1 pupils should** |
| **Listen & describe:** |
| Listen to, and concentrate on, a range of musical styles. |
| **Identify themes:** |
| Make simple comments about the ‘feel’ of a piece of music. |
| **Appreciation:** |
| Express opinions about musical experiences. |
| **Compare:** |
| Make musical comparisons (between simple pieces with few instruments). |
| **Ask questions:** |
| Ask and answer simple questions about what they have heard. |

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| **Year 1 pupils should** |
| **Sing** |
| Clap, sing or chant in time with existing music. |
| **Aural memory** |
| Reproduce simple rhythms. |
| **Play - untuned** |
| Clap or play an untuned instrument in time; reproduce rhythms from memory. |
| **Play - tuned** |
| Make some notes with control. |

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| COMPOSE | VOCABULARY |
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| **Year 1 pupils should** |
| **Create:** |
| Create rhythms, both solo and ensemble. |
| **Use technology:**  |
| Record and play music. |
| **Critique:** |
| With some support, discuss the effect. |

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| **Year 1 vocabulary** |
| **In general:** |
| Use common words and phrases relating to music. |
| **Vocabulary for structure:** |
| verse |
| chorus |
| bridge (structural, not guitar)  |
| single |
| album |
| cover |
| demo |
| **Vocabulary for notes and notation:** |
| beat |
| tune |
| rhythm (spoken) |
| loud |
| soft |
| quiet |
| notes |
| **For music history** |
| long ago |
| then |
| when |
| last |
| next |
| before |
| after |
| first/second (etc) |
| older |
| newer |
| **Vocabulary for instrumentation:** |
| accompaniment |
| drone |
| instrument |
| triangle |

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| YEAR 2PProgression of Music Skills Year 2 |
| LISTEN | PERFORM |
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| **Year 2 pupils should** |
| **Listen & describe:** |
| Start to compare styles, instrumentation and volume. |
| **Identify themes:** |
| Make comments about the ‘feel’ of a piece of music. |
| **Appreciation:** |
| Clearly verbalise their musical (dis)likes for pieces as a whole; accept that other people may have different views. |
| **Compare:** |
| Make musical comparisons between more complex pieces. |
| **Ask questions:** |
| Show curiosity by voluntarily asking questions about what they have heard. |

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| **Year 2 pupils should** |
| **Sing** |
| Sing in a group, mostly in time. |
| **Aural memory** |
| Reproduce simple motifs and melodies (singing). |
| **Play - untuned** |
| Perform in an ensemble, mostly in time. |
| **Play - tuned** |
| Play in key with others. |

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| COMPOSE | VOCUABLRY |
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| **Year 2 pupils should** |
| **Create:** |
| Create, blend or use existing sounds or a tuned instrument to create melody and harmony. |
| **Use technology:**  |
| With help, do a simple search (eg on KidsTube) or for musical information. |
| **Critique:** |
| Discuss the effect of their composition. |

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| **Year 2 vocabulary** |
| **In general:** |
| Use a wide range of everyday musical terms. |
| **Vocabulary for structure:** |
| compose |
| symphony |
| opera |
| fanfare |
| orchestra |
| ensemble |
| solo |
| call and response |
| walking bass |
| lip syncing |
| hook |
| **Vocabulary for notes and notation:** |
| rhythm (spelled) |
| melody  |
| harmony  |
| unison  |
| scale  |
| pitch |
| double-time |
| crotchet  |
| quaver  |
| minim |
| rest |
| **For music history** |
| years (dating system)  |
| then |
| century |
| period |
| earlier / later |
| since |
| long after / long before |
| at the same time as |
| **Year 2 vocabulary (continued)** |
| **For music history (continued):** |
| modern |
| pop |
| retro |
| **Vocabulary for instrumentation:** |
| orchestra |
| ensemble |
| choir |
| chorus (ensemble sense)  |
| band |
| (lead/backing) vocal |
| (lead) guitar |
| keyboard |
| synth |
| drum kit |

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| YEAR 2PProgression of Music Skills Year 3 |
| LISTEN | PERFORM |
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| **Year 3 pupils should** |
| **Listen & describe:** |
| Listen for and describe specific instrumentation of a piece. |
| **Identify themes:** |
| Start to identify musical themes, and how they might be represented by the ‘feel’ of the piece. |
| **Appreciation:** |
| Start to describe the musical aspects (eg instrument or genre) that they like or dislike. |
| **Compare:** |
| Start to link music to its historical and geographical context. |
| **Ask questions:** |
| Start to frame questions and answers in musically valid ways. |

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| **Year 3 pupils should** |
| **Sing** |
| Sing as a solo or in a group, in tune where possible\* |
| **Aural memory** |
| Reproduce simple motifs on tuned instruments, and longer phrases in singing. |
| **Play - untuned** |
| Play with increasing control in an ensemble, eg in time and with some dynamic range. |
| **Play - tuned** |
| Perform solo and in an ensemble, perhaps with some errors of time or pitch. |

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| COMPOSE | VOCUABLRY |
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| **Year 3 pupils should** |
| **Create:** |
| Improvise music around a given genre or theme. |
| **Use technology:**  |
| Use simple software to experiment with editing sounds (eg automated software. |
| **Critique:** |
| Politely discuss the effect of their peers’ compositions. |

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| **Year 3 vocabulary** |
| **In general:** |
| Use some specialist vocabulary in musical discussions. |
| **Vocabulary for structure:** |
| cadence |
| coda |
| motif |
| concerto |
| sonata |
| mass |
| fast/slow |
| movement |
| jam |
| improvise |
| a cappella |
| **Vocabulary for notes and notation:** |
| dynamics  |
| accent  |
| octave |
| tone/semitone  |
| sharp/flat (for note names)  |
| major/minor |
| key  |
| chord  |
| slur  |
| semiquaver  |
| semibreve  |
| notation  |
| stave/staff  |
| clef  |
| **Vocabulary for music history** |
| during |
| while |
| recently |
| chronological |
| approximate |
| change |
| fashion |

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| **Year 3 vocabulary (continued)** |
| **Vocabulary for music history (continued)** |
| origin |
| process |
| series |
| genre |
| culture |
| jazz |
| rock and roll |
| classical |
| **Vocabulary for instrumentation:** |
| (bass) riff |
| backbeat |
| A Side |
| feedback |
| slapping bass |
| pitch bending |
| amplifier |
| orchestral sections |
| strings |
| woodwind |
| wind |
| brass |
| percussion |
| timpani |
| **\* It’s estimated that 1 person in every 20 is unable to** conductor **hear pitch accurately. That means at least one child in**  |
| **an average class will not be able to sing in tune.**soloist |

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| YEAR 2PProgression of Music Skills Year 4 |
| LISTEN | COMPOSE |
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| **Year 4** |
| **Listen & describe** |
| Listen for and describe instrumentation with an understanding of effect. |
| **Identify themes** |
| Identify themes within and between pieces of music; start to describe musical structure. |
| **Appreciation** |
| Describe what it is that they (dis) like, and verbalise the opinions of others. |
| **Compare** |
| Link musical themes and conventions to their historical and geographical context, and also its cultural source, and suggest reasons for that. |
| **Ask questions** |
| Ask and answer musically valid questions. |

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| **Year 4 pupils should** |
| **Create:** |
| Improvise music around a chosen genre or theme, and for an audience. |
| **Use technology:**  |
| With help, use audio editing software to mix tracks and create a composition. |
| **Critique:** |
| Start to suggest changes and improvements to their peers’ compositions. |

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| PERF PERFORM | VOCUABLRY |
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| **Year 4** |
| **Sing** |
| Sing with increasingly accurate tuning where possible\* |
| **Aural memory** |
| Start to reproduce phrases and melodies by ear (on tuned instruments). |

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| **Year 4 pupils should** |
| **Sing** |
| Sing with increasingly accurate tuning where possible\* |
| **Aural memory** |
| Start to reproduce phrases and melodies by ear (on tuned instruments). |
| **Play - untuned** |
| Play with dynamic control and show some musical sensitivity, both solo and in an ensemble. |
| **Play - tuned** |
| Perform solo and in an ensemble with few errors of time or pitch. |

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| **Year 4 vocabulary** |
| **In general:** |
| Use specialist music vocabulary, often appropriately. |
| **Vocabulary for structure:** |
| tempo |
| suite |
| largo |
| allegro |
| vivace |
| scherzo (as movement titles)  |
| cadenza |
| cantata |
| oratorio |
| chorale |
| tone |
| poem |
| **Vocabulary for notes and notation:** |
| piano |
| forte |
| (de)crescendo,  |
| diminuendo |
| bar |
| tab |
| notation |
| capo (for guitar) |
| stop time |
| tag |
| **Vocabulary for music history** |
| uncertain |
| former |
| latter |
| phase |
| decline |
| trend |
| continuity |
| school |
| influence |
| patron |

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| YEAR 2PProgression of Music Skills Year 5 |
| LISTEN | COMPOSE |
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| **Listen & describe** |
| Recall the use of sounds from a range of pieces and compare their effect in those pieces. |
| **Identify themes** |
| Make inferences from pieces of music. |
| **Appreciation** |
| Start to respond sensitively to other people’s musical tastes. |
| **Compare** |
| Start to suggest reasons for different musical styles in different times, places and cultures. |
| **Ask questions** |
| Ask and answer musically valid questions. |

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| **Year 5 pupils should** |
| **Create:** |
| Compose and prepare a group to perform to a given audience. |
| **Use technology:**  |
| Start using audio editing software independently, perhaps to complement video. |
| **Critique:** |
| Make suggestions for improvements to their peers’ compositions. |

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| PERFORM | VOCUABLRY |
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| **Year 5 pupils should** |
| **Sing** |
| n/a |
| **Aural memory** |
| Reproduce phrases and melodies by ear, with increasing accuracy and confidence. |
| **Play - untuned** |
| n/a |
| **Play - tuned** |
| Perform solo and in an ensemble, demonstrating better grasp of dynamics and some sensitivity to bandmates and to the ‘feel’ of the music. |

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| **Year 5 vocabulary** |
| **In general:** |
| Use specialist music vocabulary appropriately. |
| **Vocabulary for structure:** |
| dissonance |
| discordant |
| resolution |
| minuet and trio |
| gavotte (as movement titles) |
| **Vocabulary for notes and notation:** |
| staccato |
| legato |
| slur |
| pianissimo |
| fortissimo |
| mezzo forte/piano |
| sharp/flat (for tuning) |
| **Vocabulary for music history:** |
| contemporary |
| prior |
| subsequent |
| enduring |
| legacy |
| dominate |
| context |
| atonal |
| **Vocabulary for instrumentation:** |
| standard orchestral instruments ... |
| violin |
| viola  |
| cello |
| double bass |
| harp |
| oboe |
| flute |
| clarinet |
| saxophone |

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| YEAR 2PProgression of Music Skills Year 6 |
| LISTEN | COMPOSE |
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| **Year 6** |
| **Listen & describe** |
| Accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these. |
| **Identify themes** |
| Make inferences from pieces of music and justify their views. |
| **Appreciation** |
| Explain how their own behaviour might affect the enjoyment of others. |
| **Compare** |
| Analyse their and others’ responses to music, extrapolating from them and justifying their ideas with evidence. |
| **Ask questions** |
| Regularly ask and answer perceptive questions in musically valid ways. |

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| **Year 6 pupils should** |
| **Create:** |
| Compose, using standard music notation, to prepare a solo or ensemble performance. |
| **Use technology:**  |
| Using software to edit music and other audio with increasing sophistication. |
| **Critique:** |
| Constructively critique their peers’ compositions, and help bring about the improvements. |

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| PERFORM | VOCUABLRY |
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| **Year 6** |
| **Sing** |
| N/A |
| **Aural memory** |
| N/A |
| **Play - untuned** |
| N/A |
| **Play - tuned** |
| Perform with fluency, control and expression, and with sensitivity, with very few errors. |

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| **Year 6 vocabulary** |
| **In general:** |
| Start to apply musical vocabulary in sophisticated ways, eg *crescendo* in non-musical context. |
| **Vocabulary for structure:** |
| glissando |
| syncopation |
| hemiola |
| antiphony |
| anticipation |
| **Vocabulary for notes and notation:** |
| downbeat  |
| upbeat |
| off-beat |
| cross-rhythm |
| swing |
| **Vocabulary for music history:** |
| simultaneous |
| medieval |
| renaissance |
| baroque |
| classical (specific sense) |
| romantic |
| **Vocabulary for instrumentation:** |
| bass |
| clarinet |
| contra-bassoon |
| piccolo |
| flute |
| euphonium |
| cornet |
| recorder (descant, treble, tenor, bass, contrabass)  |
| viol |
| lute |

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