

Music skills, knowledge and vocabulary progress ladder

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. Our music curriculum is designed to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Key areas of learning include: perform; explore and compose; listen reflect and appraise.

As musicians our children will develop:-

- the ability to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- their ability to sing and to use their voices
- the ability to create and compose music on their own and with others
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- an awareness and appreciation of different musical traditions and genres
- the ability to give precise explanations, using musical terminology effectively, accurately and appropriately
- a passion for and commitment to a diverse range musical activities

Key Knowledge/Breadth of Study	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Know how to use their voices expressively by singing songs and speaking chants and rhymes • Name basic tuned and untuned instruments • Know how some basic instruments are played • Learn to play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Make and combine sounds using the inter-related dimensions music 	<ul style="list-style-type: none"> • Learn how to play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions for music separately and in combination • Listen with attention to detail and recall sounds with increasing aural memory • Know how to use and understand the basics of the stave and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music

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Music skills, knowledge and vocabulary progress ladder - EYFS	
Year Group	Content
Nursery	<ul style="list-style-type: none"> • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs • Sing the pitch of a tone sung by another person (pitch match) • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas
Reception	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups • Know and be able to sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music • Name some basic instruments and know how they are played

Music skills, knowledge and vocabulary progress ladder – KS1 & KS2		
Topic	Year Group	Content
Performing	Year 1	<p>Using their voices</p> <ul style="list-style-type: none"> • Speak and chant in a group • Sing songs showing increasing vocal control (more in tune, breathing deeply, singing words clearly) • Sing songs in different styles, conveying different moods and with a sense of enjoyment • Coordinate actions to go with a song • Sing in time to a steady beat • Perform an action or sound (clapping, stamping..) on a steady beat whilst singing <p>Using instruments</p> <ul style="list-style-type: none"> • Play instruments by shaking, scraping, rattling, tapping ... • Play in time to a steady beat, using instruments or body sounds • Play loudly, quietly, fast, slow • Imitate a rhythm pattern on an instrument • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song • Play a single pitched note to accompany a song (drone) • Play, with help the rhythmic pattern of a sentence e.g. the hungry caterpillar

Music skills, knowledge and vocabulary progress ladder

Music skills, knowledge and vocabulary progress ladder – KS1 & KS2		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Follow simple hand signals indicating: loud/ quiet and start/ stop GDS: Perform a rhythm to a steady pulse
	Year 2	<p>Using their voices</p> <ul style="list-style-type: none"> Have more control over their breathing, dynamics and diction Have more accuracy in their pitching Identify when pitch is getting higher/ lower and use their voice to recreate a note of the same pitch Follow a leader and signals such as start and stop GDS: Know that phrases are where we breathe in a song <p>Using instruments</p> <ul style="list-style-type: none"> Show control in maintaining a steady beat, changing tempo and changing dynamics Perform a repeated two-note ostinato to accompany a song Perform a rhythmic accompaniment to a song Perform a sequence of sounds using a graphic score Follow a leader to start and stop together Demonstrate growing confidence in performing individually or as part of a small group GDS: Sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse GDS: Use simple structures (e.g. repetition and order) in a piece of music
	Year 3	<p>Using their voices</p> <ul style="list-style-type: none"> Sing songs in a variety of styles with increasing confidence including some from memory Show an increasing awareness of pitch and the shape of a melody Understand the importance of correct posture and breathing Chant or sing a round in two parts Recognise basic musical structures in songs (verse/ chorus, call/ response, call/ echo etc) <p>Using instruments</p> <ul style="list-style-type: none"> Keep a steady beat individually or in a group Maintain a rhythmic or melodic ostinato at the same time as a different one Copy a short melodic pattern by ear or on a pitched instrument Play using symbols including graphic and traditional notation Follow simple hand directions from a leader Perform with awareness of others

Music skills, knowledge and vocabulary progress ladder

Music skills, knowledge and vocabulary progress ladder – KS1 & KS2		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Combine musical sounds with movement and narrative GDS: Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse
	Year 4	<p>Using their voices</p> <ul style="list-style-type: none"> Sing songs with an increasing awareness of the 'shape' of the melody and of musical expression (dynamics, breathing control, tempo, mood, feeling) Sing two and three part rounds with increasing confidence and pitch accuracy Sing confidently in small groups or individually Copy short phrases accurately and sing up and down in steps independently GDS: Use selected pitches simultaneously to produce simple harmony <p>Using instruments</p> <ul style="list-style-type: none"> Play by ear, experimenting to find known tunes or phrases Play music in a metre of two and three (Waltz time) Follow a leader stopping/ starting, changing dynamics and changing tempo accordingly Perform to an audience in small groups or as a solo player
	Year 5	<p>Using their voice</p> <ul style="list-style-type: none"> Sing songs across a variety of styles with accuracy and confidence Comment on the history, purpose, meaning, message and mood of a song Sing independently with increasing accuracy and confidence GDS: Use pitches simultaneously to produce harmony by building up simple chords <p>Using instruments</p> <ul style="list-style-type: none"> Play a range of percussion and instrumental instruments with increasing confidence and ability Play and improvise as part of a group and as a solo member Maintain their own part in a small instrumental Perform a piece of music using notation (graphic or conventional) Play by ear to copy or find simple tunes or phrases Maintain a rhythmic or melodic ostinato or drone to accompany others Perform pieces with increasing expression and musicality Perform a variety of styles to an audience, both as a group and as a solo player
	Year 6	<p>Using their voice</p> <ul style="list-style-type: none"> Use expression to communicate the mood and meaning of a song Maintain their own part in a round and in two part songs

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Topic	Year Group	Content
		<ul style="list-style-type: none"> Perform a variety of songs from memory with musicality (paying attention to phrasing, breathing, dynamics and pitch accuracy) <p>Using instruments</p> <ul style="list-style-type: none"> Perform in mixed groups on a range of instruments with confidence and accuracy Lead/ conduct a group of instrumental performers Maintain own part on a pitch instrument when playing as an ensemble Maintain a rhythmic or melodic accompaniment to other performers Confidently perform their own compositions Record their work GDS: Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together
Explore and Compose	Year 1	<ul style="list-style-type: none"> Make different sounds using their bodies, found objects, voices and conventional instruments (timbre) Make different sounds such as high/ low (pitch), long/ short (duration), loud/ quiet (dynamics), fast/ slow (tempo) Begin to understand that different sounds can convey mood/ feelings Add chosen sound to appropriate movements in narrative Sort and name different sounds according to a given or their own criteria Create a short sequence of different sounds in response to a given stimuli
	Year 2	<ul style="list-style-type: none"> Make different sounds using their voice and hands (timbre) Make different sounds such as high/ low (pitch), long/ short (duration), loud/ quiet (dynamics), fast/ slow (tempo) Explore shapes of melodic rhythmic patterns Choose musical sound effects to follow a story or match a picture Use graphics/ symbols to represent the sounds they have made Use these symbols to make a simple score of the music Compose and perform their own sequence of sounds without support GDS: Create accompaniments for melodies GDS: Compose a simple piece of music that they can recall to use again
	Year 3	<ul style="list-style-type: none"> Understand how different sounds are made (tapping, blowing, scraping) Copy the rhythmic pattern of spoken phrases and sentences Understand how different sounds can be manipulated to convey different moods and feelings Compose short melodic phrases which represent feelings/ pictures/ words etc.

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Topic	Year Group	Content
		<ul style="list-style-type: none"> • Compose a piece of music with a clear beginning, middle and end • Compose music with a variety of sound durations, tempo or dynamics in a small group • Compose music that conveys different feelings and moods
	Year 4	<ul style="list-style-type: none"> • Explore sounds to create different effects and convey different moods and feelings • Explore rhythmic patterns from different times and places • Understand pentatonic • Use pitched instruments to create short melodies • Incorporate effective moments of silence (rests) into compositions • Compose simple rhythmic accompaniments to songs using ostinato or drone • Compose music with a recognisable structure • Arrange and perform their own version of songs using accompaniments • GDS: Explore and use sets of pitches, e.g. 4 or 5 note scales • GDS: Show how they can use dynamics to provide contrast
	Year 5	<ul style="list-style-type: none"> • Explore sounds made on different orchestral instruments • Use conventional and graphic notation to record rhythmic or melodic compositions • Layer rhythmic and melodic ostinatos and play music with syncopation • Improvise over a drone using given notes • Come up with lyrics to match a melody • GDS: Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song
	Year 6	<ul style="list-style-type: none"> • Compose music for a special occasion (e.g. a fanfare) • Come up with lyrics to match a melody • Use repetition, drone, ostinato etc. for effect in composition; for a class performance with appropriate pitched and unpitched accompaniment • Refine own compositions after discussion • Use a range of conventional and traditional symbols to record composition • GDS: Use the full range of chromatic pitches to build up chords, melodic lines and bass line
Listen, reflect appraise	Year 1	<ul style="list-style-type: none"> • Move in time to a steady beat; respond through movement to different characteristics and mood of music • Recognise the sounds of classroom percussion instruments and name them • Begin to use musical terms (quiet, loud, high, low, fast, slow etc.) • Begin to articulate how changes in speed, pitch and dynamics convey effect/ mood • GDS: Identify what different sounds could represent and give a reason why

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Topic	Year Group	Content
		<ul style="list-style-type: none"> • GDS: Identify texture - listening for whether there is more than one sound at the same time • GDS: Identify musical structure in a piece of music (verse, chorus etc.)
	Year 2	<ul style="list-style-type: none"> • Listen with increased concentration • Recognise difference in pitch that can be heard • Recognise how sounds are made (tapping, scraping, hitting etc) • Recognise changes in tempo, dynamics and pitch • Begin to use musical terminology to describe mood (the mood is sad because the music is very slow) • GDS: Tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect
	Year 3	<ul style="list-style-type: none"> • Listen with concentration to longer pieces/ extracts of music • Listen to live and recorded music commenting on beat (stead/ non steady), specific patterns in tune or rhythm, tempo, dynamics and mood and using appropriate terminology • Recognise familiar instrumental sounds in music (guitar, violin, drums etc.) • Identify repetition in music or a song • Aurally recognise wooden, metal and skin percussion instruments and begin to name them • Use musical terminology to describe what is happening in their own musical compositions • GDS: Understand metre in 4 beats; then 3 beats • GDS: Recognise changes in sounds that move incrementally and more dramatically • GDS: Compare repetition, contrast and variation within a piece of music
	Year 4	<ul style="list-style-type: none"> • Aurally recognise and name a range or orchestral and school percussion instruments • Recognise and talk about contrasting styles of music in broad terms, using language such as tempo, dynamics, timbre... • Recognise music from different times and cultures, identifying key features • Identify rhythmic or melodic ostinato in live or recorded music • Identify the structure of a song (chorus, verse, call and response etc.) • Identify metre in live or recorded music • GDS: Identify how a change in timbre can change the effect of a piece of music
	Year 5	<ul style="list-style-type: none"> • Aurally recognise the range of instruments taught in the school • Recognise and talk confidently about specific styles with growing awareness of musical differences and similarities • Recognise chords, the relationship between melody and lyrics and features of expression (phrasing, dynamics, tempo) • Talk about the music they hear/ like/ dislike in musical terms

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Topic	Year Group	Content
		<ul style="list-style-type: none"> • GDS: Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre • GDS: Explain how tempo changes the character of music • GDS: Identify where a gradual change in dynamics has helped to shape a phrase of music
	Year 6	<ul style="list-style-type: none"> • Distinguish between different timbre and texture in pieces of music and different instruments • Identify and discuss 'what happens when' within simple musical structures • Compare two pieces of music from different styles/ times and discuss their similarities and differences • Use a wide range of musical vocabulary accurately and appropriately • GDS: Show how a small change of tempo can make a piece of music more effective • GDS: Appraise the introductions, interludes and endings for songs and compositions they have created

Music Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
sound, beat, beater, cymbal, drum, high (sound), listen, loud, quiet, low (sound), fast, slow, perform, shaker, steady beat, tambourine, tempo, triangle, tune, voice, chant, 'in time'	sequence, tapping, scraping, timbre, accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume	tempo, names of orchestral instruments, pitched (instrument) accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, glockenspiel, lyrics, melodic phrase, melody, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock, xylophone	scale, harmony, improvise, leaping (large interval between two notes), pulse, recorder, score, tuned percussion, untuned percussion, volume, pentatonic,	accent, bass, notation, texture, timbre, ostinato, chord	diction, interval, syncopation, dynamics