

Music Skills Progression

Unlocking learning through oracy - Year 1

- Speak clearly and loudly enough to communicate meaningfully.
- Ask questions about matters of interest.
- Start to answer questions with more than one word adding detail to their speech.
- Start to understand how to take turns when speaking.
- Start to listen to others and respond appropriately.

- Speak in complete sentences after an adult has modelled this.

Year group	Cycle 1	Cycle 2	Cycle 3
Y1	<p>Listening: To use descriptive language to describe dynamics and tempo</p> <p>Singing: To sing with a group, with a growing awareness of pitch.</p> <p>Pitch: To sing songs from a given pitch</p> <p>PRT&M: To identify long and short sounds</p> <p>Composition: To keep and echo a steady pulse.</p> <p>Timbre: To understand how given sounds are created.</p>	<p>Listening: To respond to changes in dynamics and tempo</p> <p>Singing: To sing with a group with increasing expression.</p> <p>Pitch: To identify high and low sounds</p> <p>PRT&M: To understand duration</p> <p>Composition: To improvise a short rhythmic phrase.</p> <p>Timbre: To describe 'untuned'.</p>	<p>Listening: To think about and explain changes in dynamics and tempo.</p> <p>Singing: To sing with a group using voices expressively and creatively – to sing with a sense of the shape of a melody</p> <p>Pitch: To identify changes in pitch using correct vocabulary high/low higher/ lower</p> <p>PRT&M: To recognise and talk about duration, identifying and comparing long and short notes.</p> <p>Composition: To independently improvise a 4 beat rhythm keeping strict time according to a given pulse.</p> <p>Timbre: To describe the sounds made by more than 6 musical instruments.</p>

Unlocking learning through oracy - Y2

- Talk about topics that are of interest to them or which they enjoy.
- Ask questions to gain information and clarify meaning.
- Begin to develop and explain their ideas.
- Express themselves using complete sentences when required.
- Make more specific vocabulary choices, e.g. technical language.
- Usually listen carefully and respond appropriately.
- Take turns when talking in pairs or small groups.

- Offer appropriate comments in paired or small group discussion.
- Recount an event or experience in sentences using specifically chosen vocabulary.
- Hold the attention of listeners by adapting the way they talk.

Year group	Cycle 1	Cycle 2	Cycle 3
Y2	<p>Listening: To use descriptive language to describe a piece of music – its mood, dynamic and nature.</p> <p>Singing: To sing alone, with a growing awareness of pitch.</p> <p>Pitch: To sing songs from a given pitch, responding with gestures.</p> <p>PRT&M: To repeat a short rhythmic pattern of varying speeds.</p> <p>Composition: To perform on the xylophone, rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>Timbre: To describe the sounds made by numerous musical instruments.</p>	<p>Listening: To respond to different moods in music.</p> <p>Singing: To sing alone with increasing expression.</p> <p>Pitch: To identify, using gestures, more complex high and low sounds.</p> <p>PRT&M: To repeat more complex rhythms and create my own, changing the speed.</p> <p>Composition: To Begin to explore, choose and order sounds using the inter-related dimensions of music.</p> <p>Timbre: To describe music using appropriate descriptive language.</p>	<p>Listening: To think about and explain changes in mood.</p> <p>Singing: To use voices expressively and creatively – to sing alone with a sense of the shape of a melody.</p> <p>Pitch: To use hand gestures to identify high and low sounds in a simple song or recorded piece.</p> <p>PRT&M: To identify and recognise repeated patterns, changing the intended tempo, and follow a wider range of musical instructions.</p> <p>Composition: To create a piece of music with a defined beginning, middle and ending.</p> <p>Timbre: To understand how musical elements create different moods and effects.</p>

Unlocking learning through oracy - Y3

- Talk and listen confidently in different situations.
- Show they have listened carefully by asking relevant questions.
- Develop and explain their ideas giving reasons.
- Sequence and communicate ideas in an organised and logical way in complete sentences as required.
- Vary the amount of detail – dependent on purpose and audience.
- Participate fully in paired and group discussions.
- Show understanding of the main points in a discussion.

- Start to show awareness of how and when Standard English is used.
- Show they have listened carefully through making relevant comments.
- Formally present ideas or information to an audience.
- Recognise that meaning can be expressed in different ways dependent on the context.
- Vary the use and choice of vocabulary including technical language – dependent on the purpose and audience.
- Read their work aloud clearly enough to be heard by their peers and the teacher

Year group	Cycle 1	Cycle 2	Cycle 3
Y3	<p>Listening: An increasing range of vocabulary is used when describing musical dimensions.</p> <p>Singing: A range of songs are sung in a group with a focus on accuracy of pitch.</p> <p>Pitch: High and low sounds are recognised.</p> <p>PRT&M: To repeat a given rhythm.</p> <p>Composition: The term ostinato is understood</p> <p>Timbre: Instruments are explored for different timbres.</p>	<p>Listening: Some traditional terms are introduced.</p> <p>Singing: Singing is done alone with a focus on pitch.</p> <p>Pitch: High and low sounds are created using the voice.</p> <p>PRT&M: To accurately tap a given rhythm.</p> <p>Composition: An ostinato is created</p> <p>Timbre: Untuned instruments are played at different dynamics.</p>	<p>Listening: Music dimensions are increasingly described using traditional terms.</p> <p>Singing: Songs are sung alone and children can independently stay at pitch.</p> <p>Pitch: High and low sounds are created using the voice and instruments.</p> <p>PRT&M: To accurately tap the rhythm of simple songs and rhymes</p> <p>Composition: Using a descant recorder, or another learned instrument, an original ostinato is created to a given song,</p> <p>Timbre: Single instruments are controlled to produce a variety of sounds and dynamics.</p>

Unlocking learning through oracy - Y4

- Talk and listen confidently in a wide range of contexts.
- Ask questions to clarify or develop understanding.
- Give an answer and justify it with evidence.
- Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required.
- Show understanding of the main points and significant details in a discussion.
- Show they have listened carefully through making relevant comments.

- With increasing confidence, vary the use and choice of vocabulary (including technical language) dependent on the purpose and audience.
- Vary the amount of detail dependent on the purpose and audience.
- Formally present ideas or information to an audience with increasing confidence.
- Use some features of Standard English and understand contexts when this is required.
- Present work to an audience using appropriate intonation and control the tone and volume so that the meaning is clear.

Year group	Cycle 1	Cycle 2	Cycle 3
Y4	<p>Listening: An increasing range of vocabulary is used to describe music</p> <p>Singing: A range of songs with different dynamics are introduced</p> <p>Pitch: The system of scales and pitches is introduced</p> <p>PRT&M: Using untuned musical instruments, short rhythmic phrases are introduced.</p> <p>Composition: Using the descant recorder, a short tune is composed using notes G to D</p> <p>Timbre: Combinations of instruments are used – moods are identified</p>	<p>Listening: traditional terms are introduced</p> <p>Singing: Choral works, differentiated by dynamics are introduced and described</p> <p>Pitch: Score reading begins with a focus on pitch</p> <p>PRT&M: Strong beats of bars and phrases are identified.</p> <p>Composition: An accompaniment is composed to a given tune played on the descant recorder.</p> <p>Timbre: Untuned instruments are chosen and used to create a given mood</p>	<p>Listening: Music is described using a range of traditional terms.</p> <p>Singing: Traditional terms for dynamics are used</p> <p>Pitch: Children perform, from a score, music with a range of pitches (high/low). This is repeated in different keys.</p> <p>PRT&M: Rhythmic patterns, using quavers, crotchets and triplets are read, written and reproduced.</p> <p>Composition: Using a descant recorder, or another learned instrument, an original tune and accompaniment are composed.</p> <p>Timbre: Ensemble pieces are performed. Music is analysed for timbre.</p>

Unlocking learning through oracy - Y5

- Talk and listen confidently in a wide range of contexts including some that are formal.
- Engage the interest of the listener by varying their expression and vocabulary.
- Develop ideas and opinions with relevant detail.
- Express ideas and options justifying a point of view.
- Show understanding of the main points, significant details and implied meanings in a discussion.
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.
- Confidently, vary the use and choice of vocabulary (including technical language) dependent on the purpose and audience.

- Begin to use hypothetical language to consider more than one possible solution.
- Understand and begin to select the appropriate register according to the context.

Year group	Cycle 1	Cycle 2	Cycle 3
Y5	<p>Listening: Musical features are identified and the composer's intent is discussed.</p> <p>Singing: A song is performed with the melody accurately sounded.</p> <p>Pitch: Traditional notation is explored when singing songs.</p> <p>PRT&M: More complex rhythms are sounded then repeated back.</p> <p>Composition: Original music is created.</p> <p>Timbre: combinations of instruments are used to create different sounds.</p>	<p>Listening: The way sounds are put together are explored. the intentions of the composer is discussed.</p> <p>Singing: A second melody is introduced.</p> <p>Pitch: A written melody is correctly sung.</p> <p>PRT&M: Strong beats of bars are identified.</p> <p>Composition: In small groups, traditional notation is used to notate original compositions.</p> <p>Timbre: In a group, tuned and untuned instruments are combined to create a given mood.</p>	<p>Listening: Forms and structures are explored, and how sounds and effects are created are evaluated.</p> <p>Singing: A melody, as part of a group in a 2- part song is accurately performed.</p> <p>Pitch: A notated, simple song is performed with the melody correctly sounded.</p> <p>PRT&M: Two contrasting rhythms are played simultaneously to a given beat.</p> <p>Composition: Traditional notation is used to notate original compositions which is then performed to others.</p> <p>Timbre: Mood and expression is created using a range of various instruments.</p>

Unlocking learning through oracy - Y6

- Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.
- Ask questions to develop ideas and make contributions that take account of others' views.
- Use evidence to support ideas and opinions.
- Explain ideas and opinions – elaborating to make meaning explicit.
- Take an active part in discussions, taking different roles.
- Use hypothetical speculative language to express possibilities.
- Debate an issue maintaining a focused point of view.

- Pay close attention to, and consider the view and opinions of, others in discussions.
- Make contributions to discussions, evaluating others' ideas and responding to them.
- Understand and select the appropriate register according to the context.
- Apply accurately and vary the use and choice of vocabulary (including technical language) dependent on the purpose and audience.

Year group	Cycle 1	Cycle 2	Cycle 3
Y6	<p>Listening: Musical features are used to identify era and purpose</p> <p>Singing: A song is preformed accurately in a range of keys</p> <p>Pitch: Traditional notation is studied used in performance, pitches and intervals are recognised.</p> <p>PRT&M: Time signatures are investigated through dance.</p> <p>Composition: Original music is written using traditional notation</p> <p>Timbre: Investigations show how instrumentation, speed and dynamic can change the mood of music.</p>	<p>Listening: Forms and structures are identified.</p> <p>Singing: The range and pitches of songs performed is increased</p> <p>Pitch: aural tests are used to identify intervals. Songs are performed from a score.</p> <p>PRT&M: Strong beats of bars and phrases are identified.</p> <p>Composition: ICT is used to notate original compositions</p> <p>Timbre: Tuned and untuned instruments are chosen and used to create a given mood</p>	<p>Listening: Musical features, genres, forms and structures are used when preparing a talk on a piece of music</p> <p>Singing: Songs linked to topics are performed as a class and group. Solo songs are sung with a wide vocal range accurately.</p> <p>Pitch: Original songs are written and notated using traditional musical notation</p> <p>PRT&M: 2/3/4 time are immediately identified</p> <p>Composition: Using elements of ICT, children write a piece of music in a group, rehearse and perform it from notation</p> <p>Timbre: Pieces are performed that contain changes in timbre. Appropriate choices of instrumentation are considered, made and used in performance.</p>

Historical Studies – timeline						
Cycle	Cycle 1		Cycle 2		Cycle 3	
Period	Medieval (c.1150 - c.1400)	Renaissance (c.1400 - c.1600)	Baroque (c.1600 - c.1750)	Classical (c.1750 - c.1830)	Romantic (c.1830 - c.1920)	Modern (c.1920 - Present)
Composers	Hildegard of Bingen Guillaume de Machaut Perotinus Magnus	Claudio Monteverdi Thomas Tallis John Dowland	Henry Purcell J S Bach G F Handle	C P E Bach W A Mozart Franz Schubert	Ludwig van Beethoven Johannes Brahms Clara Schumann Modest Mussorgsky Richard Wagner	Juliette Nadia Boulanger Igor Stravinsky Arvo Pärt

Musical instrument families						
Cycle	Cycle 1		Cycle 2		Cycle 3	
Musical Family	Percussion	Strings – Upper	Strings – Lower	Brass	Woodwind	Voices