

Skills Progression for Music Overview

National Curriculum

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A highquality music education should 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.

Aims

The national curriculum for music aims to 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 the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils should be taught

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

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			Year 3	Year 4	Year 5	Year 6
Singing	Reliance	<p>Identify the learning <i>plan your musical intentions</i></p> <p>↓</p> <p>Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i></p> <p>↓</p> <p>Apply the understanding <i>making it your own enjoy creating and using your imagination working individually and in different sized groups</i></p>	Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs	Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs	Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style	Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style
	↓		Extend the use of your voice as an instrument with an awareness of your sound quality. Sing songs with simple layers with an awareness of how they fit together	Use your voice with increased control and focus on pitch accuracy, sound quality and the role of your voice in a performance. Explore singing a range of songs learning about how their parts fit together	Increase awareness of expression and interpretation through control of dimensions and phrasing when using your voice	Use your voice with increased expression, interpretation and awareness of balance
	Independence		Use your voice creatively and expressively when singing, improvising and composing	Use your voice creatively and expressively when singing, improvising and composing, drawing on experience to contribute vocal ideas	Apply your vocal skills, knowledge and experience creatively and sensitively when singing, improvising and composing	Apply your vocal skills, knowledge and experience creatively and sensitively when singing, improvising and composing with an awareness of balance

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		Year 3	Year 4	Year 5	Year 6
Playing	Reliance ↓	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality	Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality	Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness	Demonstrate precise and confident instrumental skills and use them to perform with musical awareness
	↓	Extend playing skills with an awareness of the sound you are making and a growing awareness of the way your sound and your part balances with others	Play with increased control and awareness of sound quality and balance, and the role of your part in group performance	Increase awareness of expression and interpretation through control of dimensions and phrasing when playing	Play with increased expression and interpretation and awareness of balance
	Independence	Play expressively and use your sounds creatively when improvising and composing with a growing awareness of balance	Play creatively and expressively when improvising and composing with an awareness of balance, drawing on experience to contribute musical ideas	Apply your playing skills, knowledge and experience creatively and sensitively when improvising and composing	Apply your playing skills, knowledge and experience creatively and sensitively when improvising and composing with an awareness of balance

Identify the learning
plan your musical intentions



Explore the learning & deepen the understanding
enjoy putting learning in practical contexts working individually and in different sized groups



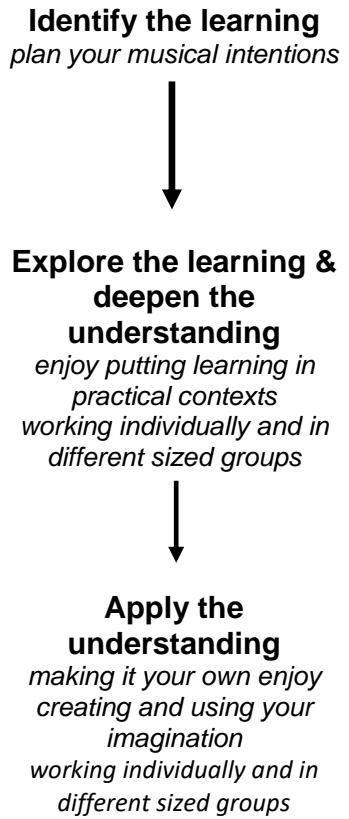
Apply the understanding
making it your own enjoy creating and using your imagination working individually and in different sized groups

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		Year 3	Year 4	Year 5	Year 6	
Rehearsing and performing	Reliance ↓	Identify the learning <i>plan your musical intentions</i> 	Recognise why and when to improve and start to develop basic individual and group rehearsal skills	Recognise which improvements need to be made and use individual and group rehearsal skills	Recognise which refinements need to be made and explore a range of different rehearsal strategies	Recognise which refinements need to be made and know how to make them
	↓	Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i> 	Consider why, how and when to improve your performance through recording and reviewing, sharing, comparing and evaluating	Decide why, how and when to improve your performance through recording and reviewing, sharing, comparing and evaluating	Improve singing and playing through directed and independent rehearsal and practise	Improve singing and playing through directed and independent rehearsal and practise with awareness of the standard and quality of sound and balance
	Independence	Apply the understanding <i>making it your own enjoy creating and using your imagination working individually and in different sized groups</i>	Practise and polish performances, making changes that contribute to the overall musical effect	Refine performances making changes that contribute to the overall musical effect	Sing and play taking responsibility for the quality of performance	Sing and play taking ownership of the standard and quality of performance

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Notating	Reliance	Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation	Understand and use detailed graphic notation. Use basic stave notation	Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation	Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation
	↓	Use a range of detailed graphic notation. Introduce and learn how to interpret simple stave notation	Use a range of detailed graphic notation and develop the use of stave notation to perform and record ideas	Develop the use of appropriate notation to accurately record and communicate ideas through a range of activities	Develop the use of precise notation to accurately record and communicate ideas through a range of activities
	Independence	Choose, invent and order detailed graphic notation to accurately record musical ideas, and stave notation if appropriate	Choose, invent and order detailed graphic notation and basic stave notation to accurately record and communicate musical ideas	Use relevant notation to accurately record and communicate creative musical ideas	Use relevant notation to precisely record and communicate creative musical ideas



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Listening and responding	Reliance ↓	<p>Identify the learning <i>plan your musical intentions</i></p> <p>↓</p>	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved
	↓	<p>Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i></p> <p>↓</p>	Listen to and discover how music reflects composers starting points and ideas and their impact on the listener. Respond through a variety of art forms	Listen, respond and begin to understand how composers' communicate their inspiration / motivation, their use of devices and the intended impact on the listener.	Use a variety of creative activities to interpret musical detail, context and purpose, and express an aesthetic response	Use a variety of creative activities to interpret music and express an aesthetic response
	Independence	<p>Apply the understanding <i>making it your own enjoy creating and using your imagination working individually and in different sized groups</i></p>	Begin to reflect your musical experiences in your creative work	Reflect your musical experiences in your creative work	Sensitively reflect your musical experiences in your creative work	Sensitively reflect your musical experiences in your creative work

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Describing and discussing	Reliance	<p>Identify the learning <i>plan your musical intentions</i></p> <p style="text-align: center;">↓</p>	Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary	Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary
	↓	<p>Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i></p> <p style="text-align: center;">↓</p>	Spend time thinking, discussing and sharing opinions about music heard, performed and created. Begin to support opinions using a growing musical vocabulary	Spend time discussing musical experiences with others, thinking ideas through and sharing opinions using a growing musical vocabulary	Express and justify ideas and opinions about music heard and performed using a musical vocabulary, commenting on specific features and intended effects
	Independence	<p>Apply the understanding <i>making it your own enjoy creating and using your imagination working individually and in different sized groups</i></p>	Use a growing musical vocabulary to focus thinking and explain ideas when creating and performing	Use a growing musical vocabulary to focus thinking and explain ideas when creating and performing	Use a musical vocabulary to focus thinking and communicate ideas to others