



‘Learn with love, flourish with faith.’

Curriculum Subject Skills Progression Framework

Subject: Music

	KSI	LKS2	UKS2
Listen and Appraise	<p>NC Objectives:</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>NC Objectives:</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	
Knowledge	<ul style="list-style-type: none"> • I know the songs off by heart. • I know what the songs are about. • I know and recognise the sound and names of some of the instruments that are used in the songs. • I know some songs have a chorus or a response/answer part. • I know that songs have a musical style. 	<ul style="list-style-type: none"> • I know the songs from memory, who sang or wrote them and their style. • I know the style indicators of a song (musical characteristics that give the song its style). 	<ul style="list-style-type: none"> • I know the songs from memory, who sang or wrote them, when they were written and, if possible, why. • I know the style of songs and can name other songs in the same style and compare them. • I know that we each have a musical identity.
Skills	<ul style="list-style-type: none"> • I can enjoy moving to the music by dancing, marching or moving like an animal. • I can learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> • I can talk about: <ul style="list-style-type: none"> - Lyrics (what the song is about) - Musical dimensions (texture, dynamics, tempo, rhythm, pitch) - Main sections of the song (introduction, verse, chorus etc.) - Instruments heard in the song • I can identify and move to the pulse. • I can discuss how a song makes me feel. 	<ul style="list-style-type: none"> • I can use musical terminology to talk about: <ul style="list-style-type: none"> - Lyrics (what the song is about) - Musical dimensions (texture, dynamics, tempo, rhythm, pitch) - Main sections of the song (introduction, verse, chorus etc.) - Instruments heard in the song - Style indicators of songs - Historical context of the song

		<ul style="list-style-type: none"> I can respect other people's thoughts about the music. I can talk about the musical dimensions working together in the song e.g. if the song gets louder in the chorus (dynamics). I can use musical terminology when I am discussing the song. 	<ul style="list-style-type: none"> I can move to the pulse with ease. I can think about the message of songs. I can talk about how the music makes me feel. I can identify instruments common to a particular style of music. I can compare two songs, talking about what stands out musically in each of them, their similarities and their differences. I can confidently use musical language to describe the music.
Musical Activities	<p>NC Objectives:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>NC Objectives:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>	
Knowledge	<ul style="list-style-type: none"> I know that music has a steady pulse, like a heartbeat. I know that we can create rhythms from words, names, foods etc. I know that rhythms are different from the steady pulse. I know that we add high and low sounds (pitch) when we sing and play our instruments. 	<ul style="list-style-type: none"> I know how to find and demonstrate the pulse. I know the difference between pulse and rhythm. I know how pulse, rhythm and pitch work together to create a song. I know that every piece of music has a pulse/steady beat. I know the difference between a musical question and an answer. I know that the pulse is the heartbeat of the music. I know that the rhythm is the long and short patterns over the pulse. I know that the pitch is the high and low sounds that create melodies. I know how to keep the internal pulse. 	<ul style="list-style-type: none"> I know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. I know how to keep the internal pulse.

Skills	<ul style="list-style-type: none"> • I can find the pulse of a song on my own, or with support. • I can clap the rhythm of different words, names, foods etc. • I can listen to a rhythm and clap it back. • I can listen and sing back. • I can copy back short rhythmic phrases based on words with one or two syllables whilst marching to a steady beat. • I can create rhythms for others to copy. 	<ul style="list-style-type: none"> • I can lead the class using simple rhythms. • I can copy back using two notes, without and then with notation. 	<ul style="list-style-type: none"> • I can copy back rhythms that include syncopation/off beat. • I can copy back one-note riffs using simple and syncopated rhythm patterns. • I can lead the class by inventing rhythms for others to copy back. • I can complete question and answer using up to three different notes.
Singing			
Knowledge	<ul style="list-style-type: none"> • I know how to sing or rap five songs from memory and sing them in unison. • I know that voices can be high or low. • I know that unison is everyone singing at the same time. • I know that some songs include other ways of using the voice e.g. rapping. • I know why we need to warm up our voices. 	<ul style="list-style-type: none"> • I know that singing in a group can be called a choir. • I know the leader or the conductor is the person who the choir or group follow. • I know that songs can make you feel different emotions. • I know the importance of listening to one another when singing as part of an ensemble. • I know that texture can vary: a solo singer makes a thinner texture than a large group/ensemble. 	<ul style="list-style-type: none"> • I know that a song can include: singing in unison, a solo, lead vocals, backing vocals or rapping. • I know the importance of warming up your voice. • I know about the style of songs and so can represent the feeling and context to an audience.
Skills	<ul style="list-style-type: none"> • I can sing or rap songs from memory and in unison. • I can make different types of sounds with my voice – rapping or saying words in rhythm. • I can learn about voices, singing notes in different pitches – high and low. • I can start and stop singing when following a leader. • I can find a comfortable singing position. 	<ul style="list-style-type: none"> • I can sing in unison and in simple two-parts. • I can demonstrate a good singing posture. • I can follow a leader when singing. • I can enjoy exploring singing solo. • I can sing with an awareness of being 'in tune'. • I can have an awareness of the pulse internally when singing. • I can rejoin the song if I am lost. • I can listen to the rest of the group when singing. 	<ul style="list-style-type: none"> • I can sing in unison and sing backing vocals. • I can listen to others and be aware of how I fit into the group.

Playing			
Knowledge	<ul style="list-style-type: none"> • I know the names of the instruments I am playing. • I know the names of the notes I am playing in my part from memory or when they are written down. • I know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> • I know the names of the instruments used in class. • I know the names of other instruments that might be played in a band or orchestra. 	<ul style="list-style-type: none"> • I know music can be recorded in different ways: staff notation, symbols etc. • I know the notes C, D, E, F, G, A, B and C on the treble stave. • I know the instruments that might be played in a band or orchestra.
Skills	<ul style="list-style-type: none"> • I can play a tuned instrumental part with the song I am performing. • I can play an instrumental part that matches my musical challenge (one-note, simple part, medium part) • I can listen to and follow musical instructions from a leader. • I can play my part in time with the steady pulse. 	<ul style="list-style-type: none"> • I can play differentiated parts on a tuned instrument (one-note, simple part, medium part, melody of the song) from memory or using notation. • I can rehearse and perform my part of the song. • I can play a musical instrument with the correct technique in our song. • I can listen to and follow musical instructions from a leader. • I can experience leading the playing by making sure that everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> • I can learn an instrumental part (either one-note, simple part, medium part or melody) from memory or using notation. • I can lead a rehearsal session.
Improvisation			
Knowledge	<ul style="list-style-type: none"> • I know that improvisation is about making up your own tunes on the spot and it is not written down. • I know that everyone can improvise. • I know that you can use one or two notes to improvise. 	<ul style="list-style-type: none"> • I know that when improvising, using one or two notes confidently is better than using five. • I know that if I use the notes I am given, I cannot make a mistake. • I know that I can use riffs that I have heard in my own improvisations. 	<ul style="list-style-type: none"> • I know that improvisation belongs to the creator. • I know three well-known improvising musicians.
Skills	<ul style="list-style-type: none"> • I can improvise – I can listen and clap back my own rhythm; I can play my own answer using one or two notes; I can improvise with one or two notes. 	<ul style="list-style-type: none"> • I can improvise in the context of the song I am learning. 	<ul style="list-style-type: none"> • I can improvise using instruments in the context and style of the song I am learning.

Composition			
Knowledge	<ul style="list-style-type: none"> • I know that composing is like writing a story with music. • I know that everyone can compose. 	<ul style="list-style-type: none"> • I know that a composition is music that is created by me and kept in some way; it can be played or performed again to friends. • I know that there are different ways of recording composition (letter names, symbols, audio, notation etc.). 	<ul style="list-style-type: none"> • I know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • I understand the connection between sound and symbol in notation.
Skills	<ul style="list-style-type: none"> • I can create a simple melody using one, two or three notes. • I can learn how the notes of the composition can be written down and changed if necessary. • I can help create three simple melodies using one, three or five different notes. 	<ul style="list-style-type: none"> • I can create at least one simple melody using one, three or five different notes. • I can plan and create a section of music that can be performed within the context of a given song. • I can talk about how my composition was created. • I can listen to and reflect on my composition and make decisions about pulse, rhythm, pitch, dynamics and tempo. • I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> • I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. • I can explain the keynote or home note and the structure of the melody. • I can listen to and reflect upon my composition and make musical decisions about how the melody connects with the song. • I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • I can create a composition based on a stimulus (poem, story etc.). • I can create a motif.
Performance	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	
Knowledge	<ul style="list-style-type: none"> • I know that a performance is sharing music with other people, called an audience. • I know that a performance can be a special occasion and involve a class, a year group or a whole school. 	<ul style="list-style-type: none"> • I know that I need to have planned everything that will be performed. • I know that in performance, I must sing or rap the words clearly, and play with confidence. • I know that an audience can include people I don't know. 	<ul style="list-style-type: none"> • I know that everything that will be performed must be planned and learned and will be different for each occasion.

	<ul style="list-style-type: none"> I know that an audience can include parents and friends. 	<ul style="list-style-type: none"> I know that a performance involves communicating feelings, thoughts and ideas about the song/music. 	
Skills	<ul style="list-style-type: none"> I can perform a piece of music, either by myself (solo) or as part of an ensemble (group). I can say how I feel about my performance. I can add my ideas to the performance. 	<ul style="list-style-type: none"> I can choose what to perform and create a programme. I can communicate the meaning of words and clearly articulate them. I can talk about the best place to be when performing and how to stand or sit. I can reflect on and evaluate a performance (say how I was feeling, what I was pleased with and what I would change and why). 	<ul style="list-style-type: none"> I can talk about the venue for the performance and how to use it to best effect. I can record the performance and compare it to a previous performance. I can discuss and talk musically about 'What went well?' and 'It would have been even better if...'