



Entrust Music Service Staffordshire – Skills Progression Map KS1/KS2

National Curriculum Content	 KEY STAGE 1 Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		KEY STAGE 2 Pupils should be taught to: Sing and play musically with increasing confidence and control. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 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. Use technology to support learning where appropriate. 	
	Use technology to support learning where Year 1:	e appropriate. Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Performing	Explore making different sounds with	Perform a simple melody using voice	Play a simple melody with technical control	Demonstrate awareness of the need for	Demonstrate awareness of the need for good	When singing, show greater mastery and control of
	the voice and instruments. Show an understanding of pulse. Sing and chant songs and rhymes in unison. Begin to sing in tune using melodies that move mainly by step and include small intervals. Start and stop at the appropriate time. Follow a leader when performing as a group. Recognise visual signs for start, stop, mime actions, sing in your head.	and/or instruments. Perform with a strong sense of pulse. Start to understand the difference between pulse and rhythm. Perform, demonstrating use of dynamics, pitch and tempo. Play simple rhythms. Sing in tune within a limited pitch range up to an octave. Develop an awareness of diction when singing. Sing/chant in unison and with a simple second part. As part of a group, maintain an ostinato/drone with the voice or on instruments. Perform and interpret a piece using simple notation. Recognise visual signs for start, stop, mime actions, sing in your head.	of the instrument/voice to create a pleasing sound. Perform, demonstrating changes in dynamics, pitch, tempo and articulation. Demonstrate the difference between pulse and rhythm. Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. Understand and respond to visual cues for starting and stopping. Can direct others to start and stop using gestures. Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.	good posture and diction whilst singing in order to maintain a pleasing sound. • Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. • Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. • Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. • Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). • Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.	posture, breathing and diction whilst singing in order to maintain a pleasing sound. • Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience. • Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music. • Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation. • Maintain a third part in a vocal or instrumental piece showing an understanding of texture. • Direct others to start and stop using gestures or counting in, setting tempi and dynamics.	tone, diction, posture and breathing consistently. Use the interrelated dimensions of music when singing and playing. Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations. Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.
Composing and Improvising	Say words/rhymes and clap/play to create simple rhythmic patterns. Improvise a rhythm/sound over a given number of beats. Add sound effects to a story. Make a piece of music to illustrate a character or mood. Respond to music through movement. Understand simple graphic notation — one sign for a sound or group of sounds.	Use simple pitch and rhythm patterns to develop a structure for a short piece. Improvise a rhythm/sound over a given number of beats. Begin to recognise how music will fit a topic/theme. Experiment with different timbres to create effects. Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. Respond to music through movement. Notate a composition using simple graphic notation. Understand that music can be notated in different ways.	 Make four-bar rhythms in groups, pairs or individually. Improvise with increasing confidence. (e.g. using 2 – 3 notes). Contribute to a group composition which has a definite start, performance and finish and playing own part. Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre. Adds pitch names to rhythmic notation to make melodies. Understand how changes in pitch can be shown on a graphic score. Understand graphic scores and how more than one sound can play at a time to create texture. Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. 	Construct a piece with a simple structure (e.g. Binary or Ternary). Improvise with increasing confidence (e.g. using 2 3 notes). Can add own words to an existing tune to make a new song. Makes soundscapes/descriptive/atmospheric pieces with narrative/throughcomposed structures. Add pitch names to rhythmic notation to make more complex melodies Begin to show an awareness of how changes in pitch can be shown on a stave. Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.	Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro). Improvise with increasing confidence (e.g. using a scale pattern). Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes. Compositions show sensitivity to mood/time/location through use of interrelated dimensions of music, experimenting with the use of harmony to create texture. Works independently within a group composition showing thought in selection of instruments and playing techniques, Is beginning to compose using conventional notation for rhythms and/or pitch.	Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues). Improvise with increasing confidence. (e.g. using a scale pattern). Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic). Compositions show sensitivity to mood/time/location through use of interrelated dimensions of music, including experimenting with harmonies and chords to create texture. Works independently within a group composition showing thought in selection of instruments and playing techniques, Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.
Aural Awareness	Listen to and experiment with vocal and instrumental sounds. Copy back simple rhythmic patterns and melodies. Recognise duration as being long or short. Recognise pitch as high or low. Recognise different articulations e.g. smooth and detached. Feel if the tempo is fast or slow by responding to the pulse. Recognise differences in dynamics as loud or soft.	Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced. Sing and recognise simple melodic shapes and patterns. Take a lead in activities that involve imitation or call and response. Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.	Recognise and describe how sounds are made on different instruments. Sing and recognise short melodic shapes and rhythmic patterns from memory. Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. Recognise different metres (e.g. 3 time and 4 time).	Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families. Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. Continue to develop an awareness of the inter- related dimensions of music, pulse and articulations. Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). Recognise different metres (e.g. 2, 3 or 4 time).	Recognise and identify instrumental families aurally. Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation. Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations. Recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues) Compare and discuss differences in performances of the same piece of music. Recognise a variety of metres.	Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences. Memorise more complex rhythmic and melodic patterns and match to conventional notation. Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations. Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed). Compare and discuss differences in performances of the same piece of music.

Reflecting and Evaluating	Comment on own performances and compositions. Describe music and sounds in simple terms. Talk about how the music makes them feel and why.	Talk about own and peers' work and make simple suggestions for improvement. Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.	Make constructive comments on own and others' music to develop compositions and performances. Make simple connections and comparisons with music being listened to and own compositions and performances. Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.	Make constructive comments on own and others' music to develop compositions and performances discussing some of the interrelated dimensions of music. Make simple connections and comparisons with music being listened to and own compositions and performances. Identify how composers use the interrelated dimensions of music to create effects and mood.	Make constructive and comments on own and others' music to develop compositions and performances using the full range of interrelated dimensions of music. Make simple connections and comparisons with music being listened to and own compositions and performances. Discuss music in subjective and objective terms using musical vocabulary. Recognise how music reflects its purpose, place	Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence). Recognise how music reflects its purpose, place and
				effects and mood. • Ask questions about music in other cultures and traditions.	Recognise how music reflects its purpose, place and time including other culture and traditions.	 Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.

Elements and Notation	Year 1	Year 2	Year 3	Year 4	Year 5	<u>Year 6</u>
Vocabulary	Elements (new learning)	Elements (new learning)	Elements (new learning)	Elements (new learning)	Elements (new learning)	Elements (new learning)
	pitch	timbre	forte	legato	fortissimo	crescendo
	pulse		piano	staccato	mezzo forte	decrescendo
	rhythm		allegro	texture	mezzo piano	
	tempo		adagio			
	duration					
	dynamics	Revisit elements from prior knowledge				
		pitch				
		pulse	<u>Notation</u>	<u>Notation</u>	<u>Notation</u>	<u>Notation</u>
		rhythm	crochet	crochet	crochet	crochet
		tempo	quaver	quaver	quaver	quaver
		duration	minim	minim	minim	minim
		dynamics	semibreve	semibreve	semibreve	semibreve
				rest	rest	rest
					semiquaver	semiquaver