



## Music Progression of Skills

|                          | Year 3  | Year 4   | Year 5  | Year 6  | KS3  |
|--------------------------|---|--|---|---|--|
| Listening and Appraising | <p>Listen with direction to a range of high quality music</p> <p>Confidently recognise a range of musical instruments</p> | <p>Confidently recognise a range of musical instruments and the different sounds they make</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Use musical language to appraise a piece or style of music</p> | <p>Understand how pulse, rhythm and pitch work together</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</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>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Performing and improvisation</p> | <p>Understand that improvisation is when a composer makes up a tune within boundaries</p> <p>Understand that composition is when a composer writes down and records a musical idea</p> <p>Sing songs with multiple parts with increasing confidence</p> <p>Play and perform in solo or ensemble contexts with confidence</p> | <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate</p> <p>Sing as part of an ensemble with confidence and precision</p> <p>Play and perform in solo or ensemble contexts with increasing confidence</p> | <p>Improvise with increasing confidence using own voice, rhythms and varied pitch</p> <p>Sing as part of an ensemble with increasing confidence and precision</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> |  | <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composition</p>                  |  |   | <p>Compose complex rhythms from an increasing aural memory</p>   |  | <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p>                             |

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| Notation            | <p>Develop an understanding of formal, written notation which includes crotchets and rests</p> <p>Begin to listen to and recall sounds with increasing aural memory</p> | <p>Develop an understanding of formal, written notation which includes minims and quavers</p> | <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets</p> | <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> | <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p>   |
| Dimensions of music | <p>Find the pulse within the context of different songs/music with ease</p> <p>Find the pulse within the context of different songs/music with ease</p>                 | <p>Listen to and recall sounds with increasing aural memory</p>                               |   | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>                   | <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> |
| History of music    |   |   | <p>Develop an increasing understanding of the history and context of music</p>  |  | <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>  |