

DD4 Music Key Skills Progression Ladder FS - Year 2

	FS	Year 1	Year 2
Use of voice expressively and creatively	<ul style="list-style-type: none"> • Sing echo songs and perform movements to a steady beat. • Explore singing at different speeds and pitch to create moods and feelings. • Discover how to use the voice to create loud and soft sounds. 	<ul style="list-style-type: none"> • Explore the use of the voice in different ways eg through speaking, singing and chanting. • Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. • Find out how to sing with expression, confidence and creativity 	<ul style="list-style-type: none"> • Sing with a sense of the shape of a melody. • Represent sounds with symbols • Improvise in making sounds with the voice. • Sing songs using creativity and expression being able to create dramatic effect
Play tuned and untuned instruments	<ul style="list-style-type: none"> • Play instruments to a steady beat. • Understand how to hold and play an instrument with care. • Explore the different sounds instruments make. • Choose an instrument to create a specific sound. 	<ul style="list-style-type: none"> • Play instruments showing an awareness of others. • Repeat and investigate simple beats and rhythms. • Learn to play sounds linking with symbols. • Understand how to play an instrument with care and attention. 	<ul style="list-style-type: none"> • Perform simple patterns and accompaniments keeping to a steady pulse. • Recognise and explore how sounds can be organised. • Respond to starting points that have been given. • Understand how to control playing a musical instrument so that they sound as they should.
Listen with concentration and understanding	<ul style="list-style-type: none"> • Express feelings in music by responding to different moods in a musical score. • Listen to music and respond by using hand and whole body movements. • Listen to different sounds (eg, animal sounds) and respond with voice and movement. 	<ul style="list-style-type: none"> • Choose sounds to represent different things eg, ideas, thoughts, feelings, moods. • Reflect on music and say how it makes people feel, act and move. • Respond to different composers and discuss different genres of music. 	<ul style="list-style-type: none"> • Notice how music can be used to create different moods and effects and to communicate ideas. • Listen and understand how to improve own composition • Sort composers in to different genres and instruments in to different types.
Experiment with, create, select and combine sounds	<ul style="list-style-type: none"> • Choose different instruments, including the voice, to create different sound effects in play. • Investigate a variety of ways to create sound with different materials. • Experiment performing songs and music together with body movements to a steady beat. 	<ul style="list-style-type: none"> • Choose a sequence of long and short sounds with help, including clapping longer rhythms. • Investigate how to make different sounds using the interrelated dimensions eg, dynamics and tempo to add interest. • Explore own ideas and make changes to these if desired. • Begin to explore notating music in different forms eg grids, graphs. 	<ul style="list-style-type: none"> • Choose carefully and order sounds in a beginning, middle and end. • Use sounds to achieve an effect (including use of technology) • Create short musical patterns. • Investigate long and short sounds. • Encourage changes in pitch to communicate an idea. • Continue to learn to notate music in different forms

DD4 Music Key Skills Progression Ladder Years 3 - 6

	Year 3	Year 4	Year 5	Year 6
Play and Perform	<ul style="list-style-type: none"> • Sing in tune. • Perform simple melodic and rhythmic parts • Improvise repeated patterns • Begin to understand the importance of pronouncing the words in a song well. • Start to show control in the voice. • Perform with confidence. 	<ul style="list-style-type: none"> • Sing in tune with awareness of others. • Perform simple melodic and rhythmic parts with awareness of others. • Improvise repeated patterns growing in difficulty. • Sing songs from memory with accurate pitch. • Maintain a simple part within a group. • Understand the importance of pronouncing the words in a song well. • Show control in the voice. • Play notes on instruments with care so they sound clear. • Perform with control and awareness of what others in the group are singing or playing. 	<ul style="list-style-type: none"> • Create songs with understanding of the relationship between lyrics and melody. • Maintain own parts whilst performing with awareness of how different parts fit together and the need to achieve an overall effect. • Breathe well and pronounce words, change pitch and show control in singing. • Perform songs with an awareness of the meaning of words. • Hold a part in a round. • Perform songs in a way that reflects their meaning and the occasion. • Sustain a drone or melodic ostinato to accompany singing. • Play an accompaniment on an instrument eg, xylophone or drum. 	<ul style="list-style-type: none"> • Perform significant parts from memory and from notations with awareness of own contribution. • Refine and improve own work. • Sing or play from memory with confidence, expressively and in tune. • Perform alone and in a group, displaying a variety of techniques. • Take turns to lead a group. • Sing a harmony part confidently and accurately.
Improvise and compose	<ul style="list-style-type: none"> • Compose music that combines musical interrelated dimensions eg dynamics and tempo • Choose sounds to create an effect. • Order sounds to help create an effect. 	<ul style="list-style-type: none"> • Compose music that combines layers of sounds. • Be aware of the effect of several layers of sound. • Compose and perform melodies and songs (including use of technology) • Use sound to create abstract effects. 	<ul style="list-style-type: none"> • Use the venue and sense of occasion to create performances that are well appreciated by the audience. • Compose by developing ideas within musical structures. • Improvise melodic and rhythmic phrases as part of a group performance. • Improvise within a group. 	<ul style="list-style-type: none"> • Improvise melodic and rhythmic material within a given structure. • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Show thoughtfulness in selecting sounds and

	<ul style="list-style-type: none"> • Create short musical patterns with long and short sequences and rhythmic phrases. 	<ul style="list-style-type: none"> • Recognise and create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Carefully choose order, combine and control sounds with awareness of their combined effect. 		<p>structures to convey an idea.</p> <ul style="list-style-type: none"> • Create own musical patterns. • Use a variety of different musical devices including melody, rhythms and chords.
Listen with attention to detail and recall sounds	<ul style="list-style-type: none"> • Notice and explore the way sounds can be combined and used expressively. • Listen to different types of composers and musicians. 	<ul style="list-style-type: none"> • Notice, analyse and explore the way sounds can be combined and used expressively. • Comment on musicians use of technique to create effect. 	<ul style="list-style-type: none"> • Notice and explore the relationship between sounds. • Notice and explore how music reflects different intentions. 	<ul style="list-style-type: none"> • Notice, comment on and compare the use of musical devices. • Notice, comment on and compare the relationship between sounds. • Notice, comment on, compare and explore how music reflects different intentions.
Use and understand staff and other musical notation	<ul style="list-style-type: none"> • Begin to learn to read music - for example during recorder lessons. 	<ul style="list-style-type: none"> • Continue to learn to read music during instrumental lessons. • Use staff and musical notation when composing work. • Recognise symbols for semibreve, minim and crotchet and know how many beats each represents. • Know the symbol for a rest in music and use silence for effect in music. 	<ul style="list-style-type: none"> • Know and use standard musical notation of semibreve, minim, crotchet and quaver. • Read the musical stave and work out notes (EGBDF and FACE) • Draw a treble clef in the correct position on the stave. 	<ul style="list-style-type: none"> • Use a variety of notation when performing and composing. • Compose music for different occasions. • Quickly read notes and know how many beats they represent. • Use a range of musical interrelated dimensions to describe music eg, pitch, tempo, timbre, dynamics etc • Describe music using musical vocabulary and identify strengths and weaknesses in music giving opinions.

<p>Appreciate and understand a wide range of live and recorded music</p>	<ul style="list-style-type: none"> • Begin to recognise and identify instruments being played. • Comment on likes and dislikes. • Recognise how the interrelated dimensions of music can be used together to compose. 	<ul style="list-style-type: none"> • Begin to recognise and identify instruments and numbers of instruments being played. • Compare music and express growing tastes in music. • Explain how the interrelated dimensions can be used together to compose music. 	<ul style="list-style-type: none"> • Compare and evaluate different kinds of music using appropriate musical vocabulary. • Explain how the interrelated dimensions, features and styles can be used together to compose music. 	<ul style="list-style-type: none"> • Analyse and compare musical features choosing appropriate musical vocabulary. • Explain and evaluate how the interrelated dimensions, features and styles can be used together to compose music.
<p>Develop an understanding of the history of music</p>	<ul style="list-style-type: none"> • Think about the different purposes of music throughout history and in other cultures. • Recognise that sense of occasion affects the performance. 	<ul style="list-style-type: none"> • Describe the different purposes of music throughout history and in other cultures. • Understand that sense of occasion affects the performance. 	<ul style="list-style-type: none"> • Understand the different cultural meanings and purposes of music, including contemporary culture. • Use different venues and occasions to vary own performances. 	<ul style="list-style-type: none"> • Notice and explore how music reflects time, place and culture. • Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural. • Use different venues and occasions to vary own performances and be able to explain why this matters.