

Skills Progression for Music

| Strand               | Stage One                                                                                                                                                                                                                                                               | Stage Two                                                                                                                                                                                                                                                                                  | Stage Three                                                                                                                                                                                                                                                                           | Stage Four                                                                                                                                                                                                                                           | Stage Five                                                                                                                                                                                                                                                                                         | Stage Six                                                                                                                                                                                                                                                                                    | Stage Seven                                                                                                                                                                                                                                                                                                                                      |
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| assessment code      | Mu 1.1                                                                                                                                                                                                                                                                  | MU 1.2                                                                                                                                                                                                                                                                                     | MU 1.3                                                                                                                                                                                                                                                                                | MU 1.4                                                                                                                                                                                                                                               | MU 1.5                                                                                                                                                                                                                                                                                             | MU 1.6                                                                                                                                                                                                                                                                                       | MU 1.7                                                                                                                                                                                                                                                                                                                                           |
| #1<br><br>Performing | <div><div>1.</div><div>Join in with familiar rhymes, songs and chants.</div></div> <div><div>2.</div><div>Recognise and explore how sounds can be made and changed.</div></div> <div><div>3.</div><div>Repeat and copy short rhythmic and melodic patterns.</div></div> | <div><div>1.</div><div>Sing simple songs from memory with accuracy of pitch.</div></div> <div><div>2.</div><div>Organise a limited range of sounds in different ways.</div></div> <div><div>3.</div><div>Perform simple patterns and accompaniments keeping to a steady pulse.</div></div> | <div><div>1.</div><div>Sing with increasing expression.</div></div> <div><div>2.</div><div>Explore ways in which sounds can be combined and used expressively.</div></div> <div><div>3.</div><div>Perform with control of pulse and awareness of what others are playing.</div></div> | <div><div>1.</div><div>Sing with awareness of breathing and diction.</div></div> <div><div>2.</div><div>Explore a range of musical genres.</div></div> <div><div>3.</div><div>Maintain a simple part within an ensemble or choral group.</div></div> | <div><div>1.</div><div>Sing with awareness of dynamics, phrasing and pitch control.</div></div> <div><div>2.</div><div>Compare, contrast and combine a range of musical genre.</div></div> <div><div>3.</div><div>Maintain an increasingly complex part in an ensemble or choral group</div></div> | <div><div>1.</div><div>Make use of a range of expressive elements in own performance.</div></div> <div><div>2.</div><div>Explain the processes of a range of musical genre and styles.</div></div> <div><div>3.</div><div>Maintain a complex part in an ensemble or choral group</div></div> | <div><div>1.</div><div>Select and make expressive use of tempo, dynamics, phrasing and timbre etc.</div></div> <div><div>2.</div><div>Explain the processes and contexts of a range of musical genre and styles.</div></div> <div><div>3.</div><div>Maintain a complex part in a large ensemble or choral group with multiple parts.</div></div> |

| assessment code                     | MU 2.1                                                                                                                                                                                                                                                                        | MU 2.2                                                                                                                                                                                                                                                                                                                                                                    | MU 2.3                                                                                                                                                                                                                                                                                                                                                                                                       | MU 2.4                                                                                                                                                                                                                                                                                                                                                                                                        | MU 2.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | MU 2.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | MU 2.7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| #2<br><br>Composition and appraisal | <div><div>1.</div><div>Create and choose sounds in response to simple starting points.</div></div> <div><div>2.</div><div>Recognise and identify changes in sounds and melodies.</div></div> <div><div>3.</div><div>Represent sounds with symbols using pictures.</div></div> | <div><div>1.</div><div>Choose and order sounds within simple structures, e.g. beginning, middle and end.</div></div> <div><div>2.</div><div>Recognise how musical elements can be used to create different effects.</div></div> <div><div>3.</div><div>Represent changing sounds with symbols, e.g. high/low, fast/slow. Identify ways of improving own work.</div></div> | <div><div>1.</div><div>Improvise repeated patterns and create layers of sounds.</div></div> <div><div>2.</div><div>Recognise how musical elements are combined and used expressively.</div></div> <div><div>3.</div><div>Represent sounds and musical direction with symbols to create a simple score.</div></div> <div><div>4.</div><div>Talk about the impact of changes made to improve work.</div></div> | <div><div>1.</div><div>Improvise melodic and rhythmic phrases as part of a group performance.</div></div> <div><div>2.</div><div>Combine musical elements to create a score.</div></div> <div><div>3.</div><div>Begin to use musical notation and devices, e.g. melody, and rhythms to create a score.</div></div> <div><div>4.</div><div>Compose, improve and perform simple melodies and songs.</div></div> | <div><div>1.</div><div>Improve melodic and rhythmic phrases using a range of simple structures.</div></div> <div><div>2.</div><div>Use musical ideas and structures to compose a score.</div></div> <div><div>3.</div><div>Use musical notation and devices, e.g. melody, and rhythms, chords and structure, to create a score.</div></div> <div><div>4.</div><div>Compare, improve and perform an increasing range of melodies and songs with more than one part.</div></div> | <div><div>1.</div><div>Improve and compose using elements of different genres and styles.</div></div> <div><div>2.</div><div>Use harmonic and non-harmonics devices to develop musical ideas and effects.</div></div> <div><div>3.</div><div>Use notation and appropriate musical devices, e.g. melody, and rhythms, chords and structure, to create a score with more than one part.</div></div> <div><div>4.</div><div>Compare, improve and perform a range of melodies and songs combining different parts.</div></div> | <div><div>1.</div><div>Improve and compose using elements of a range of different genres and styles.</div></div> <div><div>2.</div><div>Use a wide range of harmonic and non-harmonic devices to create a range of musical ideas and effects.</div></div> <div><div>3.</div><div>Use appropriate notation to effectively plan, revise and refine a musical score.</div></div> <div><div>4.</div><div>Compare, improve and perform a range of melodies and songs for different audiences, from different cultures.</div></div> |

| assessment code            | MU 3.1                                                                                                                                                                                                                                                                                                                                                                                                          | MU 3.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | MU 3.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | MU 3.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | MU 3.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | MU 3.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | MU 3.7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| #3<br><br>Musical elements | <div><div>1.</div><div>. Identify high and low sounds in the environment. Identify long and short sounds in the environment.</div></div> <div><div>2.</div><div>Identify loud and soft sounds in the environment. Identify fast and slow sounds in the environment.</div></div> <div><div>3.</div><div>Listen to and repeat simple patterns of sounds. Use everyday language to describe to sounds.</div></div> | <div><div>1.</div><div>Recognise and reproduce high and low sounds.</div></div> <div><div>2.</div><div>Recognise and reproduce long and short sounds.</div></div> <div><div>3.</div><div>Recognise and reproduce loud and soft sounds.</div></div> <div><div>4.</div><div>Recognise and reproduce fast and slow sounds.</div></div> <div><div>5.</div><div>Establish a steady beat.</div></div> <div><div>6.</div><div>Explore similarities and difference between contrasting musical elements.</div></div> <div><div>7.</div><div>Use simple musical vocabulary to describe sounds.</div></div> <div><div>8.</div><div>Develop an awareness of songs with repeated phrases and rounds,</div></div> | <div><div>1.</div><div>Compare and contrast sounds according to pitch.</div></div> <div><div>2.</div><div>Compare and contrast sounds according to duration.</div></div> <div><div>3.</div><div>Compare and contrast sounds according to dynamics.</div></div> <div><div>4.</div><div>Compare and contrast sounds according to tempo.</div></div> <div><div>5.</div><div>Explore the effect of silence.</div></div> <div><div>6.</div><div>Use a cyclical pattern (fixed number of beats repeated continuously)</div></div> <div><div>7.</div><div>Use simple musical vocabulary to describe both sounds and the way they are produced.</div></div> <div><div>8.</div><div>Develop an awareness of rounds, call and response, marching songs</div></div> | <div><div>1.</div><div>Explore combinations or clusters based on pentatonic scales, e.g. C-CDEGA</div></div> <div><div>2.</div><div>Improvise a repeated pattern (Ostinato).</div></div> <div><div>3.</div><div>Use notation associated with duration, e.g. crochet-one beat, minim- two beats, quaver-half beat,</div></div> <div><div>4.</div><div>Recognise differences in dynamic levels, e.g. soft, loud etc</div></div> <div><div>5.</div><div>Gain awareness that the top number of a time signature denotes the number of beats in each bar, the metre.</div></div> <div><div>6.</div><div>Create and perform linear and cyclical patterns.</div></div> <div><div>7.</div><div>Listen to, discuss and analyse simple songs with verse and chorus, and Rondo.</div></div> | <div><div>1.</div><div>Explore and use simple eight note scales, e.g. C to C or five note pentatonic scales.</div></div> <div><div>2.</div><div>Create and use three note chords, e.g. CEG, (root, third, fifth).</div></div> <div><div>3.</div><div>Use notation associated with duration, e.g. crochet-one beat, minim-two beats, semi-breve-four beats, quaver-half beat, semi-quaver-quarter beat, a rest etc.</div></div> <div><div>4.</div><div>Recognise features such as crescendo, diminuendo. Identify and create more complex patterns, maintaining own part.</div></div> <div><div>5.</div><div>Recognise the difference between unison and harmony. Listen to, discuss and analyse hooks, riffs and musical clichés.</div></div> | <div><div>1.</div><div>Create and perform musical pieces containing more than one pentatonic scale.</div></div> <div><div>2.</div><div>Create an accompaniment using a range of repeating chords.</div></div> <div><div>3.</div><div>Use knowledge of notation to depict rhythmic phrases and patterns.</div></div> <div><div>4.</div><div>Recognise a range of dynamic features including, accents, sfz etc. Invent a complex cyclical pattern using beats and patterns of different lengths.</div></div> <div><div>5.</div><div>Explore complex structures containing more than one melody.</div></div> <div><div>6.</div><div>Listen to, discuss and analyse ballads and groove form hooks.</div></div> | <div><div>1.</div><div>Create and perform musical pieces in more than one key.</div></div> <div><div>2.</div><div>Create increasingly complex accompaniments using a range of repeating chords.</div></div> <div><div>3.</div><div>Use knowledge of notation to depict, discuss and adapt rhythmic phrases and patterns.</div></div> <div><div>4.</div><div>Use dynamic markings to create an expressive performance. Invent an increasing range of complex cyclical pattern using beats and patterns of different lengths.</div></div> <div><div>5.</div><div>Use two or more melodies to create a complex structure.</div></div> <div><div>6.</div><div>Identify the characteristics of a concerto, overture etc.</div></div> |