

**Entrust Music Service Staffordshire – Skills Progression Map KS1/KS2**

<p><b>National Curriculum Content</b></p>	<p><b>KEY STAGE 1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>• Use technology to support learning where appropriate.</li> </ul>		<p><b>KEY STAGE 2</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Sing and play musically with increasing confidence and control.</li> <li>• Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>		<ul style="list-style-type: none"> <li>• Listen with at</li> <li>• Use and unde</li> <li>• Appreciate an</li> <li>• traditions and</li> <li>• Develop an un</li> <li>• Use technolo</li> </ul>
	<p><b>Year 1:</b></p>	<p><b>Year 2:</b></p>	<p><b>Year 3:</b></p>	<p><b>Year 4:</b></p>	<p><b>Year 5:</b></p>
<p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>• Explore making different sounds with the voice and instruments.</li> <li>• Show an understanding of pulse.</li> <li>• Sing and chant songs and rhymes in unison.</li> <li>• Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>• Start and stop at the appropriate time.</li> <li>• Follow a leader when performing as a group.</li> <li>• Recognise visual signs for start, stop, mime actions, sing in your head.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a simple melody using voice and/or instruments.</li> <li>• Perform with a strong sense of pulse.</li> <li>• Start to understand the difference between pulse and rhythm.</li> <li>• Perform, demonstrating use of dynamics, pitch and tempo.</li> <li>• Play simple rhythms.</li> <li>• Sing in tune within a limited pitch range up to an octave.</li> <li>• Develop an awareness of diction when singing.</li> <li>• Sing/chant in unison and with a simple second part.</li> <li>• As part of a group, maintain an ostinato/drone with the voice or on instruments.</li> <li>• Perform and interpret a piece using simple notation.</li> <li>• Recognise visual signs for start, stop, mime actions, sing in your head.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a simple melody with technical control of the instrument/voice to create a pleasing sound.</li> <li>• Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>• Demonstrate the difference between pulse and rhythm.</li> <li>• Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>• Understand and respond to visual cues for starting and stopping.</li> <li>• Can direct others to start and stop using gestures.</li> <li>• Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>• Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>• Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</li> <li>• Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>• Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</li> <li>• Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate aware</li> <li>• posture, breathing</li> <li>• order to maintain a</li> <li>• Sing and play with a</li> <li>• interrelated dimen</li> <li>• performance and it</li> <li>• Perform using conv</li> <li>• melodic notation u</li> <li>• dimensions of musi</li> <li>• Understand and res</li> <li>• starting and stoppi</li> <li>• tempi, dynamics an</li> <li>• Maintain a third pa</li> <li>• piece showing an u</li> <li>• Direct others to sta</li> <li>• counting in, setting</li> </ul>
<p><b>Composing and Improvising</b></p>	<ul style="list-style-type: none"> <li>• Say words/rhymes and clap/play to create simple rhythmic patterns.</li> <li>• Improvise a rhythm/sound over a given number of beats.</li> <li>• Add sound effects to a story.</li> <li>• Make a piece of music to illustrate a character or mood.</li> <li>• Respond to music through movement.</li> <li>• Understand simple graphic notation – one sign for a sound or group of sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple pitch and rhythm patterns to develop a structure for a short piece.</li> <li>• Improvise a rhythm/sound over a given number of beats.</li> <li>• Begin to recognise how music will fit a topic/theme.</li> <li>• Experiment with different timbres to create effects.</li> <li>• Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</li> <li>• Respond to music through movement.</li> <li>• Notate a composition using simple graphic notation.</li> <li>• Understand that music can be notated in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Make four-bar rhythms in groups, pairs or individually.</li> <li>• Improvise with increasing confidence. (e.g. using 2 – 3 notes).</li> <li>• Contribute to a group composition which has a definite start, performance and finish and playing own part.</li> <li>• Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</li> <li>• Adds pitch names to rhythmic notation to make melodies.</li> <li>• Understand how changes in pitch can be shown on a graphic score.</li> <li>• Understand graphic scores and how more than one sound can play at a time to create texture.</li> <li>• Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a piece with a simple structure (e.g. Binary or Ternary).</li> <li>• Improvise with increasing confidence (e.g. using 2 – 3 notes).</li> <li>• Can add own words to an existing tune to make a new song.</li> <li>• Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.</li> <li>• Add pitch names to rhythmic notation to make more complex melodies</li> <li>• Begin to show an awareness of how changes in pitch can be shown on a stave.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a piece w</li> <li>• Binary or Ternary,</li> <li>• Improvise with incr</li> <li>• using a scale patter</li> <li>• Use scale patterns</li> <li>• understanding pitch</li> <li>• step and leap and k</li> <li>• Compositions show</li> <li>• mood/time/locatio</li> <li>• related dimensions</li> <li>• with the use of har</li> <li>• Works independen</li> <li>• composition showi</li> <li>• instruments and pl</li> <li>• ls beginning to com</li> <li>• notation for rhyth</li> </ul>
<p><b>Aural Awareness</b></p>	<ul style="list-style-type: none"> <li>• Listen to and experiment with vocal and instrumental sounds.</li> <li>• Copy back simple rhythmic patterns and melodies.</li> <li>• Recognise duration as being long or short.</li> <li>• Recognise pitch as high or low.</li> <li>• Recognise different articulations e.g. smooth and detached.</li> <li>• Feel if the tempo is fast or slow by responding to the pulse.</li> <li>• Recognise differences in dynamics as loud or soft.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</li> <li>• Sing and recognise simple melodic shapes and patterns.</li> <li>• Take a lead in activities that involve imitation or call and response.</li> <li>• Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe how sounds are made on different instruments.</li> <li>• Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>• Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>• Recognise different metres (e.g. 3 time and 4 time).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</li> <li>• Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>• Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>• Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</li> <li>• Recognise different metres (e.g. 2, 3 or 4 time).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and iden</li> <li>• aurally.</li> <li>• Memorise more co</li> <li>• patterns and match</li> <li>• notation/graphic pi</li> <li>• Continue to develo</li> <li>• related dimensions</li> <li>• articulations.</li> <li>• Recognise simple st</li> <li>• being performed or</li> <li>• Ternary, Verse-Cho</li> <li>• Bar Blues)</li> <li>• Compare and discu</li> <li>• performances of th</li> <li>• Recognise a variety</li> </ul>

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<p><b>Reflecting and Evaluating</b></p>	<ul style="list-style-type: none"> <li>• Comment on own performances and compositions.</li> <li>• Describe music and sounds in simple terms.</li> <li>• Talk about how the music makes them feel and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about own and peers' work and make simple suggestions for improvement.</li> <li>• Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive comments on own and others' music to develop compositions and performances.</li> <li>• Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>• Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>• Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>• Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>• Ask questions about music in other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive comments on others' music to develop compositions and performances using some of the inter-related dimensions of music.</li> <li>• Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>• Discuss music in other cultures and traditions using musical vocabulary.</li> <li>• Recognise how music has changed over time including traditions.</li> </ul>
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