



Sparsholt C of E Primary School

Music Knowledge and Skills Progression



Dimension		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	ARE	Explore, use and respond to high and low sounds	Explore, use, respond to and recognise high, middle and low sounds	Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes	Identify, use and understand steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic	Identify melodic shape and explore different scale patterns including pentatonic, major and minor	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music
	ARE+	Find, use, respond to and describe a range of different high and low sounds e.g. performed on different types of instruments	Find, use, respond to, recognise and describe a range of high, middle and low sounds	Recognise, describe and create melodic shapes including the use of steps, leaps and repeated notes	Identify and use combinations of steps, leaps and repeated notes to influence melodic shape governed by a specific scale pattern, sharing thinking	Identify and use, discuss and be able to choose between scale patterns for a specific melodic purpose	Identify, discuss and use a range of scale patterns for a specific musical purpose or effect	Use scales effectively for a specific musical purpose and be able to discuss and justify choices made
Duration	ARE	Explore, use and respond to long and short sounds and recognise the steady beat in music heard and performed	Explore, use, respond to and recognise patterns of long and short sounds and to steady beats	Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together	Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6	Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7
	ARE+	Find, use, respond to and describe long and short sounds and follow the steady beat in music heard and performed	Explore, use, respond to, recognise and describe patterns of long and short sounds and demonstrate a steady beat	Distinguish between steady beat and rhythm patterns accurately, being able to fit them together with confidence	Fit rhythm patterns to a steady beat in 2, 3 and 4 metre confidently	Fit rhythm patterns to a steady beat in 2, 3, or 4 metre independently	Fit more complex rhythm patterns to a steady beat in a range of metres	Use more complex rhythm patterns effectively for a specific musical purpose
Dynamics	ARE	Explore, use, respond to and recognise loud, quiet and silence	Explore, use, respond to, recognise and identify loud, moderate, quiet and silence	Respond to, use, recognise and identify getting louder and quieter	Identify, use and understand getting louder and quieter in finer gradations	Explore how to use dynamics for expressive effect	Understand how a wide range of dynamics can be used and manipulated for expressive effect	Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect
	ARE+	Independently choose and use loud and quiet sounds and silence for a purpose	Recognise and describe, choose and use loud, moderate, quiet and silence	Describe, control and extend the use of getting louder and quieter	Use finer gradations of dynamics with greater control and increasing awareness and subtlety, sharing thinking	Identify and use, discuss and be able to choose dynamics for expressive effect	Identify, discuss and use a range of dynamic variation for specific musical purpose or effect	Use detailed dynamic variation effectively for a specific musical purpose and be able to discuss and justify choices made
Tempo	ARE	Explore, use, respond to and recognise fast and slow	Explore, use, respond to, recognise and identify fast, moderate and slow	Respond to, use, recognise and identify getting faster and slower	Identify, use and understand getting faster and slower in finer gradations	Explore how to use tempi for expressive effect	Understand how a wide range of tempi can be used and manipulated for expressive effect	Understand how a wide range of tempi can be precisely used and manipulated for expressive effect
	ARE+	Independently choose and use fast and slow sounds for a purpose	Recognise and describe, choose and use fast, moderate and slow	Describe, control and extend the use of getting faster and slower	Use finer gradations of tempi with greater control and increasing awareness and subtlety, sharing thinking	Identify and use, discuss and be able to choose tempi for expressive effect	Identify, discuss and use a range of tempi for specific musical purpose or effect	Use detailed variations in tempi effectively for a specific musical purpose and be able to discuss and justify choices made

Dimension		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Timbre	ARE	Explore, use and respond to a range of sounds and sound makers including vocal sounds	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify different vocal sounds and explore how they could be used	Identify, choose and use the way sounds are made and can be used	Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments	Identify voice types and a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments	Identify instruments within families and different instrumental / vocal combinations: refine the use of voices and percussion instruments	Identify voices / instruments within families and their role in a wider range of ensembles: refine the use of voices and percussion instruments with intended impact
	ARE+	Independently choose and use different sounds for a purpose	Independently choose and use school percussion instruments for a purpose, describe and demonstrate their sound properties	Independently choose sounds for a purpose, recognise, use and describe a variety of playing techniques	Identify families of non-percussion instruments and the way they are played confidently; describe and use percussion instruments with increased subtlety and awareness of purpose	Identify and describe characteristics of instrument families / instruments within family groups, use percussion instruments with sensitivity and awareness of purpose	Identify, name and discuss instruments and their characteristics within family groups, refine the use of percussion instruments with awareness of impact	Identify, name and discuss instruments within families and their role in a wider range of ensembles; refine the use of percussion instruments with intended impact
Texture	ARE	Explore, use and respond to one sound and many sounds	Explore, use, respond to and recognise solo sounds and layers of sounds	Respond to and begin to recognise and use different layers including simple accompaniments	Identify the use and purpose of different layers in music heard, created and performed	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts	Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments	Use simple harmony, including simple chords, with greater awareness and understanding
	ARE+	Choose and use different combinations of sounds for a purpose	Recognise and describe, choose and use different solo sounds and layers of sounds and how they can be used for a purpose	Recognise, describe and use solo sounds and layers of sounds for a specific purpose	Identify and describe the use and purpose of different layers in music heard, ensuring layers created and performed fit together accurately	Identify and describe the use and purpose of different types of layers in music heard, ensuring layers created and performed fit together accurately	Identify, describe and use different types of harmony accurately and with an awareness of purpose	Identify, discuss and use different types of harmony with confidence and an awareness of purpose
Structure	ARE	Explore, use and respond to sequences of events and stories, distinguish between same and different	Explore, use, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses	Respond to, use and recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)	Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas – similar but not the same e.g. simple theme and variations. Further develop use of ostinato	Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif	Use a broader range of developmental structures and expressive structures (see year 5)
	ARE+	Independently order sounds for a purpose	Recognise and describe, choose and use simple structures used for a purpose	Recognise, describe and use a range of simple structures for a specific purpose	Describe and use conventional structures securely in music created and performed including the use of ostinati	Identify and describe the use and purpose of extended conventional structures in music created and performed	Identify, describe, choose and use a wide range of extended conventional structures with an awareness of purpose	Identify, discuss and use a wide range of extended conventional structures with an awareness of purpose

Dimension		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	ARE	Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory	Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory	Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood. Use simple vocal patterns as accompaniments	Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs	Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs	Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style	Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style
	ARE+	Find, use, respond to and describe vocal sounds, use talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory with accuracy of intonation	Find, use, respond to and describe vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory with accuracy of intonation	Find, use, respond to and describe vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood. Use simple vocal patterns as accompaniments in smaller groups	Find, use, respond to and describe the voice as an instrument, chant and sing with developing expression and awareness in simple layers in smaller groups	Refine the use of the voice as an instrument, contributing to performance decisions, chant and sing expressively in layers in smaller groups	Refine and extend imaginative vocal use, contributing to performance decisions, chant and sing in layers with expressive interpretation and awareness of style in small independent groups	Refine and further extend imaginative vocal use, contributing to performance decisions chant and sing in balanced parts with expressive interpretation and awareness of style in small independent groups
Playing	ARE	Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy	Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand	Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality	Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality	Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness	Demonstrate precise and confident instrumental skills and use them to perform with musical awareness
	ARE+	Independently choose and use a range of sounds including body sounds, other sound makers and classroom percussion with increasing control and accuracy demonstrating understanding of the simpler dimensions e.g. dynamics and tempo	Independently choose and use an increased range of sounds (including body sounds) using correct percussion techniques with use of dominant hand demonstrating understanding of some of the dimensions	Extend the controlled use of a range of untuned and tuned percussion instruments. Use appropriate musical vocabulary to describe the sounds made. Play with obvious musical intent	Use correct instrumental skills and techniques to play with increased accuracy and growing musicality. Use appropriate musical vocabulary to describe the sounds made	Use instrumental skills and techniques to play with fluency, accuracy and increased musicality. Use appropriate musical vocabulary to describe the sounds made	Accurately and fluently use more subtle instrumental skills to perform with musical awareness. Use appropriate musical vocabulary to describe the sounds made	Confidently use precise and subtle instrumental skills to perform with musical awareness. Use appropriate musical vocabulary to describe the sounds made

***ARE – Age Related Expectations**

Terminology	Explanation
duration	The length of time each note is played for.
dynamics	The loudness or softness of the music
pitch	How high or low a musical note is
structure	How the sections of a song (verses and choruses etc.) are ordered to make a whole piece
tempo	The speed of the music
texture	The number and types of layers making up the music e.g. lots of voices in unison, 4 voices in harmony, a solo, a duet, a melody with chords accompanying it, a round.
timbre	The type or quality a sound e.g. metallic, breathy, plucked, bowed, muted