MUSIC SKILLS PROGRESSION AT MOORPARK JUNIOR SCHOOL							
KS1 SKILLS	**Y1**	**Y2**	**KS2 SKILLS**	**Y3**	**Y4**	**Y5**	**Y6**
Play and perform-Controlling sounds through singing and playing							
Use voices expressively	To use the voice in different ways e.g. speak/chant/sing To use the voice for effect and respond to change.	To use voices in different ways, expressively and creatively. To sing with an awareness of pulse, pitch (so/fa/la) and rhythm (Kodaly) .	**Sing songs in unison and two parts**	To sing in unison with an awareness of pitch and structure.	To sing in different parts e.g. 2 part round with a good awareness of pitch, structure and expression.	To sing in different parts, with good pitch, phrasing, diction and expression.	To sing in unison and in different parts e.g 3 part round with good pitch, phrasing, diction, technique and expression.
Play Tuned/Untuned Instruments	To perform simple rhythmic and melodic patterns with an awareness of pulse and pitch. To create and choose sounds.	To perform simple rhythmic patterns and melodies to the pulse. To create and choose sounds for the desired effect/task.	**To play tuned and un-tuned instruments with control and accuracy**	To play simple melodies and rhythms using a range of pitches and rhythm sounds on the recorder.	To play melodies using a wide range of pitches and rhythm sounds. To introduce left hand chords on glockenspiels. To begin to play with expression.	To play plucked ostinatos and short melodies using open and closed strings. To play a range of chords and strummed rhythm patterns on the ukulele. To play with expression and accuracy.	To play plucked ostinatos and short melodies using open and closed strings. To play a range of chords and strummed rhythm patterns on the ukulele. To play with expression and accuracy.
Rehearse and perform with others	To develop an awareness of yourself when performing and follow signals from the leader.	To develop an awareness of yourself and others when performing and follow signals from the leader.	**To practise, rehearse and perform with an awareness of the audience**	To continue to develop an awareness of yourself and others when performing and follow cues and signals from the leader.	To hold your own part in a performance e.g a 2 part round and be aware of the other parts too.	To accompany yourself on the ukulele when singing with others. To add expressions whilst singing and playing.	To understand how to get into performance mode-posture, bodies, eyes, actions, diction and clarity.
Create and compose-Creating and developing musical ideas							
Create musical patterns	To experiment with sounds and explore how to make new ones.	To copy and repeat simple rhythmic patterns (ostinatos). To explore melodic ostinatos.	**Improvise and develop rhythmic and melodic skills when performing**	To create simple rhythmic and melodic patterns using a range of pitches and rhythm sounds.	To create rhythmic and melodic patterns using a wide range of pitches and rhythm sounds. To begin to improvise.	To create melodic plucked ostinatos (open and closed strings). To create chord sequences and experiment with rhythm. To begin to combine the two layers of melody and chords. To develop improvisation.	To create melodic plucked ostinatos (open and closed strings). To create chord sequences and experiment with rhythm. To begin to combine the two layers of melody and chords. To develop improvisation.
Explore, choose and organise sounds and musical ideas	To recognise and explore how sounds can be organised using pitch (so/fa/la) and rhythm sounds (Kodaly).	To use the interrelated dimensions of music to explore how sounds can be changed. To order and choose sounds according to task.	**Explore, choose, combine and organise musical ideas with musical structures.**	To begin to recognise how sounds and melodies can be layered in parts.	To recognise how sounds, and melodic and rhythmic patterns can be combined e.g use of left hand with glockenspiel.		
Responding and reviewing appraising skills							

Explore and express ideas and feelings about music using movement/dance/ Musical and expressive language	To use your body and words to express how you feel about a piece of music e.g this makes me want to run on the spot or hop up and down.	To listen and respond to changes of sounds and mood and explain what has happened and the effect e.g this made me feel happy as it was fast and high.	**Analyse and compare sounds. Explore and explain ideas about feelings using movement, dance and expressive and musical language**	To explore and talk about how sounds can be used expressively and creatively.	To identify when sounds are combined and talk about the effect e.g. backing/ solo, rounds.	To begin to use the correct musical vocabulary to describe, compare and evaluate different styles of music and performance.	To continue to extend your musical vocabulary using the interrelated dimensions of music to describe, compare and evaluate.
To make improvements to my own work	To make simple suggestions about themselves re what went well (WWW) and even better if (EBI).	To make suggestions about themselves (WWW) and make even better if (EBI).	**To reflect on and improve your own and others' work in relation to its intended effect**	To continue to develop self-assessment skills. To comment with more detail about (WWW) and what could be improved (EBI).	To feedback with EBI AND WWW of own work confidently based upon intended outcome.	To feedback with EBI AND WWW confidently of own work and peers based upon intended outcome.	To evaluate own work and peers in relation to intended outcome. To identify specific WWW and EBI to help make improvements e.g improve technique and use correct finger numbers
Listening and applying knowledge of understanding							
To listen with concentration and recall sounds within increasing aural memory.	To recognise repetition and respond to call and response. To and follow basic musical instructions.	To identify repetition and respond to call and response/copy cat. To explore timbre and follow musical instructions.	**To listen with attention to detail and to internalise and recall sounds**	To listen with attention and recall sounds.	To listen to and recall sounds and patterns with increasing confidence	To listen to and recall a wider range of sounds and patterns with increasing accuracy.	To listen to and internalise melodies and patterns with confidence and accuracy
To know how the combined musical elements (inter-related dimensions of music) of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	To begin to explore the inter-related dimensions of music and how they can be used to create different feelings.	To explore the inter-related dimensions of music and how they can be used to create different feelings and effects.	**To know how the combined musical elements (inter-related dimensions of music) of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects**	To explore how the inter-related dimensions of music can be combined to create different moods and effects.	To recognise how the combined inter-related dimensions of music are used for expression and creativity.	To begin to recognise and describe how the combined inter-related dimensions of music are used for certain styles of music and meaning. To begin to explore the relationship between sounds.	To recognise and describe how the combined inter-related dimensions of music are used for certain styles of music and meaning. To explore the relationship between sounds.
To understand that sounds can be made in different ways and described using given and invented signs and symbols	To begin to read sounds using pitch shapes (so/fa/la) and rhythm symbols (Kodaly).	To read and begin to notate sounds using pitch shapes (so/fa/la) and rhythm symbols (Kodaly).	**To know that music is produced in different ways and described through relevant established and invented notations**	To read staff notation (recorders). To read Kodaly rhythms. To begin to write with both.	To continue reading staff notation (glockenspiels). To introduce the left hand (chords). To introduce rhythm notation names alongside Kodaly and	To read TAB and stave notation (ukulele) for plucked melodies and chords. To read and translate Kodaly rhythms pattern and continue building	To read TAB and stave notation (ukulele) for plucked melodies and chords. To read and translate Kodaly rhythms pattern and continue building

					build upon music theory e.g bar lines etc. To develop writing.	upon music theory and writing.	upon music theory and writing.
To know how music is used for particular purposes	To listen to music and give feedback as to when/why they might hear it.	To listen to music and talk about when and why they would hear it using simple musical vocabulary such as loud and quick.	**To understand how time and place can influence the way music is created.**	To listen to music from a number of great composers, musicians and traditions and to respond.	To listen to and understand a wide range of live and recorded music from great composers, musicians and traditions.	To listen to and understand a wide range of live and recorded music from great composers, musicians and traditions. To draw similarities and differences and discuss how and why music has developed over time.	To develop an understanding of the history of music from a wide range of great composers, musicians, traditions and cultures. To discuss how venue, occasion and purpose effects the way that music is created and performed.

Inter-related dimensions of music:

- **PULSE**
- **PITCH**.
- **RHYTHM**
- **DYNAMICS**
- **TEMPO**
- **TIMBRE**
- **TEXTURE**
- **STRUCTURE**