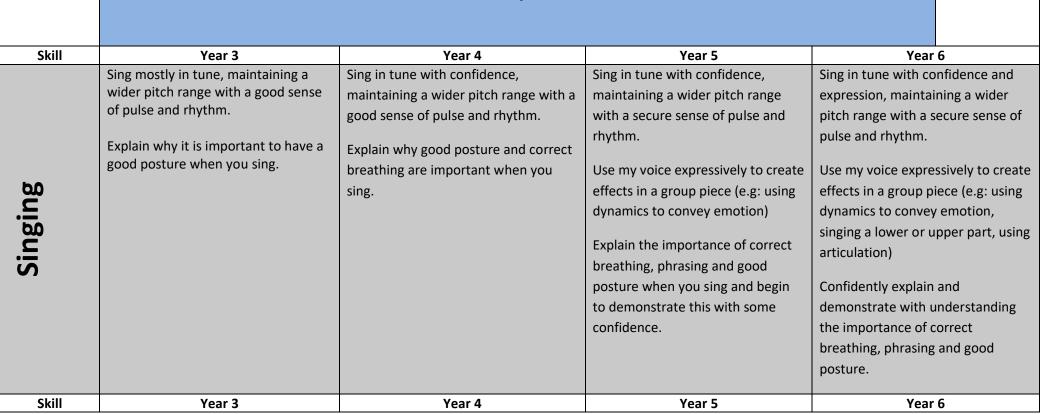


Our Lady's R.C. Primary School Skills Progression

Subject area: Music KS2 Key Skills



Skill	Listen with concentration to a variety of music, describing what they hear <u>or</u> how they feel about the music. Make improvements to their own work.	Listen with concentration to a variety of music, describing what they hear <u>or</u> how they feel about the music using simple musical vocabulary. Make improvements to their own work and suggest improvements to the work of others. Year 4	Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing musical features using appropriate musical vocabulary. Make improvements to their own and others' work and explain how the improvements have been made. Year 5	Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing, comparing and evaluating musical features using appropriate musical vocabulary. Make improvements to their own and others' work and explain how the improvements have been made. Using musical vocabulary. Year 6
Playing	Keep a steady pulse accurately. Demonstrate the difference between pulse and rhythm. Follow simple performance directions (e.g. starting/stopping, changes in tempo & dynamics)	Demonstrate and explain the difference between pulse and rhythm. Play a variety of rhythm patterns with accuracy. Follow simple performance directions (start/stop/loud/quiet/fast/slow) and respond with increasing subtlety.	Play a variety of melodic and rhythmic patterns with accuracy. Give simple performance directions and lead with some independence. Begin to demonstrate an increasing understanding of musical features (e.g, louder/quieter/faster/slower/highe r/lower) to achieve a musical outcome.	Play a variety of melodic and rhythmic patterns with accuracy and expression. Give a range performance directions and lead with increased independence. Play confidently and demonstrate increased understanding of musical features. (e.g, louder/quieter/faster/slower/highe r/lower) to achieve a musical outcome.
Skill	Year 3	Year 4	Year 5	Year 6

Performing	Maintain a part within a group Play fast/slow, loud/quiet, high/low and change the type of sound when they play instruments with increasing control and accuracy	Maintain a part within a group, showing awareness of other performers. Perform to an audience.	Maintain an independent part in a group, showing awareness of other performers. (e.g, a harmony part in a song, an accompaniment pattern underneath a melody line) Perform expressively to an audience.	Maintain increasingly complex independent parts in a group, showing awareness of other performers. (e.g, a harmony part in a song, an accompaniment pattern underneath a melody line, rhythmic or melodic ostinato patterns) Perform expressively to an audience, showing an awareness of venue and occasion
Skill	Year 3	Year 4	Year 5	Year 6

	Improvise short rhythmic phrases.	Improvise short melodic and rhythmic	Improvise melodic and rhythmic	Improvise extended melodic and
		phrases.	phrases using the interrelated	rhythmic phrases using the
	Develop musical ideas within given		dimensions of music	interrelated dimensions of music
	structures, combining layers of sound	Develop and structure musical ideas	(Fast/slow/high/low/ short/long	(Fast/slow/high/low/ short/long
	(e.g. simple rhythmic patterns,	(e.g. beginning, middle, end),	etc) with developing control.	etc) with good control and
	melodies and accompaniments).	combining layers of sound (melodies,		expression.
		rhythms and accompaniments)	Compose music using a range of	
			devices (e.g: ostinato, chord	Compose music using a range of
			patterns, call and response,	devices (e.g: ostinato, chord
			repetition).	patterns, call and response, repetition) demonstrating an
				awareness of how the interrelated
				dimensions can be used to achieve
)				intended effects.
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Composing and improvising

Skill	Year 3	Year 4	Year 5	Year 6
Notation and technology	Use a variety of notations to represent musical intentions. Combine layers of sound using simple technology.	Use a variety of notations to represent musical intentions in greater detail. Combine and manipulate layers of sound using simple music technology.	Use relevant notations to plan, rehearse and refine their musical intentions. Combine, manipulate and refine musical sounds using technology.	Use relevant notations to plan, rehearse and refine their musical intentions. Combine, manipulate and refine musical sounds using technology.