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

Subject area: Music
KS2 Key Skills

Skill	Year 3	Year 4	Year 5	Year 6
Singing	Sing mostly in tune, maintaining a wider pitch range with a good sense of pulse and rhythm. Explain why it is important to have a good posture when you sing.	Sing in tune with confidence, maintaining a wider pitch range with a good sense of pulse and rhythm. Explain why good posture and correct breathing are important when you sing.	Sing in tune with confidence, maintaining a wider pitch range with a secure sense of pulse and rhythm. Use my voice expressively to create effects in a group piece (e.g: using dynamics to convey emotion) Explain the importance of correct breathing, phrasing and good posture when you sing and begin to demonstrate this with some confidence.	Sing in tune with confidence and expression, maintaining a wider pitch range with a secure sense of pulse and rhythm. Use my voice expressively to create effects in a group piece (e.g: using dynamics to convey emotion, singing a lower or upper part, using articulation) Confidently explain and demonstrate with understanding the importance of correct breathing, phrasing and good posture.
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**

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Listening	Listen with concentration to a variety of music, describing what they hear **or** how they feel about the music. Make improvements to their own work.	Listen with concentration to a variety of music, describing what they hear **or** how they feel about the music using simple musical vocabulary. Make improvements to their own work and suggest improvements to the work of others.	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.	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.
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/higher/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/higher/lower) to achieve a musical outcome.
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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

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

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.