



Warren Park Music Progression of Skills (KSI)



Dimensions	Year R	Year 1	Year 2
Pitch	Find out about high and low sounds through singing, playing, listening and responding activities	Investigate the relationship between high / low and middle sounds through singing, playing, listening and responding activities	Investigate sounds that get higher and lower and melodic shape through singing, playing, listening and responding activities
Duration	Find out about long and short sounds through singing, playing, listening and responding activities. Explore the contrast between steady beat and no beat	Investigate patterns of long and short sounds and steady beats through singing, playing, listening and responding activities	Investigate the relationship between the steady beat and simple rhythm patterns through singing, playing, listening and responding activities with an awareness of how they fit together
Dynamics	Find out about loud / quiet sounds and silence through singing, playing, listening and responding activities	Investigate contrasting dynamics through singing, playing, listening and responding activities	Investigate sounds that get louder and quieter through singing, playing, listening and responding activities and use for musical effect
Tempo	Find out about fast and slow sounds through singing, playing, listening and responding activities	Investigate contrasting tempi through singing, playing, listening and responding activities	Investigate sounds that get faster and slower through singing, playing, listening and responding activities and use for musical effect
Timbre	Try making sounds and find out about a range of sound makers through experimentation and practical activities	Investigate a range of timbres through singing, playing, listening and responding activities. Sort sound makers/ instruments into groups according to timbre	Investigate a wider range of timbres through singing, playing, listening and responding activities and use for musical effect
Texture	Find out about different combinations of sounds: my sound, your sound (s) and our sounds together through experimentation and practical activities	Investigate solo (single) and layered (lots of) sounds through singing, playing, listening and responding activities	Investigate different layers of sound including using simple accompaniments through singing, playing, listening and responding activities
Structure	Find out about how sounds can be the same or different through practical activities. Experiment with ordering sounds in different ways	Copy and investigate simple musical structures through singing, playing, listening and responding activities	Copy and investigate repetition and contrast structures including ostinati (short repeated patterns) through singing, playing, listening and responding activities
Skills	Year R	Year 1	Year 2
Singing	Experiment with using voices in a variety of ways developing control of vocal shape, quality and diction	Investigate using voices in a variety of ways developing vocal, quality and diction being aware of the sound you are making	Investigate using voices in a variety of ways with increased accuracy and an increased awareness of the sound you are making
Playing	Play with some control of technique copying simple patterns and keeping a steady beat	Play with improved technique and increased control being aware of the sound you are making. Copy and match patterns/ contrasts	Play with greater accuracy and control being aware of your own sound and your own sound within a group
Rehearsing & performing	Follow leader's directions for rehearsing and performing	Sing and play in time and follow a range of simple directions including ideas about how to improve.	Consider why and how to improve your performance through recording and reviewing, sharing, comparing and evaluating
Notating	Find out about how to use a variety of visual cues to control and remember individual sounds and combinations of sounds	Investigate using a range of simple graphic signs and symbols to represent sounds when planning, singing and playing	Investigate and develop an understanding of a wider range of informative graphic signs and symbols to represent sounds when planning, singing and playing
Listening & responding	Listen to a variety of sounds and music and respond through practical activity including dance, movement, art, IT and games	Listen to and investigate changes in mood and character and respond through movement, dance, words and other art forms recognising the emotional impact	Listen to and investigate musical contexts, changes in mood and character and emotional impact through a variety of art forms
Describing & discussing	Spend time sharing ideas and thoughts using key words to express ideas	Spend time talking about music heard, performed and created to share	Spend time thinking and talking about music heard, performed and created. Begin to express and justify ideas and opinions using key words



Warren Park Music Progression of Skills (KS2)



Dimensions	Year 3	Year 4	Year 5	Year 6
Pitch	Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns.	Learn about different scale patterns and how they influence melodic shape through a range of musical activities	Develop a greater understanding of scale patterns and melodic shape through a range of musical activities	Use a range of different scales to give pieces a coherent shape and structure. Understand how the choice of scale can influence the music.
Duration	Learn about how rhythm patterns fit to the steady beat within simple metres (counting in groups of 2 / 3 / 4) through a range of musical activities	Learn and understand how rhythm patterns fit to the steady beat within simple metres (counting in groups of 2 / 3 / 4) through a range of musical activities	Identify and begin to understand more complex rhythm patterns and metres – revising counting in 4 and starting to count in 8 and possibly 6.	Develop a broad understanding of rhythm patterns and metres – counting in 8 and 6 and starting to explore 5 and 7. Show confidence in using these when composing and improvising.
Dynamics	Learn about the finer dynamic gradations and their effect through a range of musical activities	Begin to explore how to use dynamics for expressive effect when improvising, composing and performing.	Develop a greater understanding of dynamic impact, using and manipulating a wide range of dynamics for expressive effect.	Use precise dynamic variation imaginatively, and with intention, to convey a musical idea showing an understanding of the correct vocabulary.
Tempo	Identify, use and understand getting faster and slower in finer gradations	Learn about the finer gradations of tempo and how to manipulate them for effect through a range of musical activities.	Understand how a wide range of tempi can be used and manipulated for expressive effect.	Demonstrate a broad understanding of how to use tempo explicitly and imaginatively, and with intention, to convey a musical idea
Timbre	Learn about instruments from different families (percussion & non-percussion) and begin to identify them by their sound.	Learn about a wider range of instruments from different families; identify them by their sound, associations and uses.	Investigate different ensemble combinations, with awareness of the composer's choices. Apply specific playing techniques using percussion instruments for a desired effect.	Make informed and sensitive choices, based on experience, about instrumentation and playing technique for specific purposes
Texture	Learn about different types of textures including melody and accompaniment through a range of musical activities	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts	Develop a greater understanding of different textures and start to explore simple harmony when improvising and composing.	Use a range of harmonic devices and musical textures with greater awareness and understanding in different musical contexts.
Structure	Learn about different structures (binary AB and ternary ABA) and why they are used through listening, responding, performing and re-creating what you have heard	Develop understanding of previously learnt structures (explore Rondo form ABACADA) and why they are used through listening, responding, performing and re-creating what you have heard.	Explore and use a wider range of developmental structures when improving and composing. Draw on previous learning and listening to decide on a structure for a piece.	Improvise and compose music using a broad knowledge of musical structures. Listen to a piece and identify the structure.
Skills	Year 3	Year 4	Year 5	Year 6
Singing	Extend the use of your voice as an instrument with an awareness of your sound quality. Sing songs with simple layers with an awareness of how they fit together	Use your voice with increased control and focus on pitch accuracy, sound quality and the role of your voice in a performance. Explore singing a range of songs learning about how their parts fit together	Extend imaginative vocal use, chant and sing in layers including simple part songs with some expressive interpretation and awareness of style	Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style.
Playing	Extend playing skills with an awareness of the sound you are making and a growing awareness of the way your sound balances with others	Play with increased control and awareness of sound quality and balance, and the role of your part in group performance	Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness while responding sensitively to others.	Demonstrate precise and confident instrumental skills, knowledge and experience creatively and sensitively with an awareness of balance.
Rehearsing & performing	Recognise why, when and (sometimes) how to improve and start to develop basic individual and group rehearsal skills.	Decide why, how and when to improve your performance through recording and reviewing, sharing, comparing and evaluating	Improve singing and playing through directed and independent rehearsal and practise.	Sing and play taking ownership of the standard and quality of performance by recognising confidently when refinements need to be made.
Notating	Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation.	Use a range of detailed graphic notation and develop the use of basic stave notation to perform and record ideas	Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation.	Use relevant notation (showing an understanding of detailed graphic and core stave) to precisely record and communicate creative musical ideas.
Listening & responding	Listen to and discover how music reflects composers starting points and ideas and their impact on the listener. Respond through a variety of art forms	Listen, respond and begin to understand how composers communicate their inspiration / motivation, their use of devices and the intended impact on the listener.	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices.	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved.
Describing & discussing	Spend time thinking, discussing and sharing opinions about music heard, performed and created. Begin to support opinions using a growing musical vocabulary.	Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary.	Express ideas and opinions about music heard and performed using a musical vocabulary, commenting on specific features and the intended effect of the piece.	Confidently express and justify ideas/opinions about music heard and performed using a fluent musical vocabulary, commenting on specific features and the intended effect of the piece.