



## Oaklands Primary School Music Skills Progression

Skill	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Performing skills, controlling sound through singing and playing</b>	<ul style="list-style-type: none"> <li>▪ use voices by expressively singing songs/ chants/ rhymes</li> <li>▪ play tuned and untuned instruments</li> <li>▪ rehearse and perform with others</li> </ul>	<ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts with some direction, control of pitch, sense of phrase and musical expression</li> <li>▪ play tuned and untuned instruments with some control, fluency and rhythmic accuracy</li> <li>▪ practice, rehearse and present performances with some awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts with clear direction, control of pitch, sense of phrase and musical expression</li> <li>▪ play tuned and untuned instruments with clear control, fluency and rhythmic accuracy</li> <li>▪ practice, rehearse and present performances with a strong awareness of audience</li> </ul>
<b>Composing skills, creating and developing musical ideas</b>	<ul style="list-style-type: none"> <li>▪ create musical patterns</li> <li>▪ explore, choose and organise sounds and musical ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ improvise, developing rhythmic and melodic material when performing</li> <li>▪ explore, choose, combine and organise ideas within musical structures</li> <li>▪ improvise and compose music for a range of purposes using and understanding some musical notations</li> </ul>	<ul style="list-style-type: none"> <li>▪ improvise, with clear rhythmic and melodic material when performing</li> <li>▪ explore, choose, combine and organise ideas within musical structures</li> <li>▪ improvise and compose music for a range of purposes using and understanding the musical notations</li> </ul>
<b>Appraising skills responding to and reviewing music</b>	<ul style="list-style-type: none"> <li>▪ explore and express their ideas and feelings about music using movement, dance and expressive and musical language</li> <li>▪ make improvement to their own work</li> </ul>	<ul style="list-style-type: none"> <li>▪ analyse and compare some sounds</li> <li>▪ explore and explain own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</li> <li>▪ improve their own work and give suggestions to others</li> </ul>	<ul style="list-style-type: none"> <li>▪ analyse and compare similar and different sounds</li> <li>▪ explore and explain own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</li> <li>▪ improve their own work and that of others in relation to its intended effect</li> </ul>
<b>Listening, applying knowledge and understanding</b>	<ul style="list-style-type: none"> <li>▪ listen with concentration to a range of high quality live and recorded music, internalise and recall sound with increasing aural memory</li> <li>▪ combine musical elements: pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</li> <li>▪ how sounds can be made in different ways</li> <li>▪ how music is used for particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>▪ to listen with attention to some detail, to internalise and recall sound with increasing aural memory</li> <li>▪ how to combine musical elements: pitch, duration, dynamics, tempo, can be organised within musical structure and used to communicate different moods and effects</li> <li>▪ how is music produced in different ways?</li> <li>▪ how time and place can influence the way music is created, performed and heard</li> <li>▪ appreciate and understand some high quality live and recorded music from different traditions and composers</li> </ul>	<ul style="list-style-type: none"> <li>▪ to listen with attention to detail, to internalise and recall sound confidently</li> <li>▪ how to combine musical elements: pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structure and used to communicate different moods and effects</li> <li>▪ how is music produced in different ways and describe through relevant established and invented notations?</li> <li>▪ how time and place can influence the way music is created, performed and heard</li> <li>▪ appreciate and understand a wide range of high quality live and recorded music from different traditions and composers</li> </ul>