**Silchester C of E Primary School**

**Music Progression in Knowledge and Skills (Dimensions and Skills)**

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|  | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Pitch** | Explore, use and respond to high and low sounds | Explore, respond to and recognise high, middle and low sounds | Respond to, use, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes | Identify, use and understand steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic | Identify melodic shape and explore different scale patterns including pentatonic, major and minor | Explore, recognise and identify a range of different  scale patterns including pentatonic, major and minor  and could extend to: raga, chromatic, modes, and how they influence music | Explore, recognise and identify a range of different  scale patterns including pentatonic, major and minor  and could extend to: raga, chromatic, modes, and how they influence music |
| **Dynamics** | Explore, use, respond to and recognise loud, quiet and silence | Explore, use, respond to, recognise and identify loud, moderate, quiet and silence | Respond to, use, recognise and identify getting louder and quieter | Identify, use and understand getting louder and quieter in finer gradations | Explore how to use dynamics for expressive effect | Understand how a wide range of dynamics can be  used and manipulated for expressive effect | Understand how a wide range of dynamics can be  precisely used and manipulated for expressive effect |
| **Timbre** | Explore, use and respond to a range of sounds and sound-makers including vocal sounds | Use and identify families of school percussion instruments, their sound properties and how they could be played.  Use and identify vocal sounds and how they could be used. | Identify, choose and use the way sounds are made and can be used | Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments | Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments | Identify instruments within families and different  instrumental / vocal combinations; refine use of  voices and percussion instruments | Timbre  Identify voices / instruments within families and their  role in a wider range of ensembles; refine the use of  voices and percussion instruments with intended  impact |
| **Duration** | Explore and respond to long and short sounds and recognise the steady beat in music heard and performed | Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed | Respond to, use, recognise and distinguish between steady beat and rhythm pattern and how they fit together | Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre | Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre | Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6 | Identify and understand more complex rhythm  patterns and metres counting in 8 and 6 and possibly 5 and 7 |
| **Structure** | Explore and respond to sequences of events and stories, distinguish between same and different | Explore, respond to and recognise simple structures including, beginning-middle-end, responses and the use of introduction and repetition | Respond to, use, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA | Develop an understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns) | Develop an understanding of extended conventional structures including Rondo (ABACADA) and identify the subtler development of musical ideas – similar but not the same for example simple theme and variations. Further develop use of ostinato | Explore and use a wider range of developmental  structures (e.g. ABA, Rondo, 12 bar blues, , , theme  and variations) and expressive structures e.g.  Leitmotif | Use a broader range of developmental structures  and expressive structures (see year 5) |
| **Texture** | Explore and respond to one sound and many sounds | Explore respond to and recognise solo sounds and layers of sound | Respond to and begin to recognise and use  different layers including simple accompaniments | Identify the use and purpose of different layers in music heard, created and performed | Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts, simple chords | Extend the use of simple harmony to include  consonant and dissonant clusters of notes and  simple chords as accompaniments | Use a range of harmonic devices with greater  awareness and understanding in different musical  contexts |
| **Tempo** | Explore, respond to and recognise fast and slow | Explore, use, respond to, recognise and identify fast, moderate and slow | Respond to, use, recognise and identify getting faster and slower | Identify, use and understand getting faster and slower in finer gradations | Explore how to use tempi for expressive effect | Understand how a wide range of tempi can be used  and manipulated for expressive effect | Understand how a wide range of tempi can be  precisely used and manipulated for expressive effect |
| **SKILLS** | **R** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Singing** | Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory | Explore and use vocal sounds, chant and sing rhymes and songs building rhythmic memory | Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments | Explore the use of the voice as an instrument, chant and sing with a developing awareness of phrasing and expression, including rounds, partner songs and songs in simple layers | Use the voice as an instrument, chant and sing with an increasing awareness of phrasing and expression including more complex rounds and partner songs and in layers | Extend imaginative vocal use, chant and sing in layers including simple part songs, with expressive interpretation and awareness of phrasing, style and context | Further extend imaginative vocal use, chant and sing in independent balanced parts (harmony) with expressive interpretation and awareness of phrasing style and context |
| **Playing** | Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy | Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques | Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent. | Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality | Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality | Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness | Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness |
| **Rehearsing and performing** | Sing and play individually and in a group, starting and stopping together and following simple directions | Sing and play in time and follow a range of simple directions including ideas about how to improve | Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve | Develop basic individual and group rehearsal skills including using memory and recall. Recognize why and when to improve. Begin to develop an awareness of how to present a performance | Use individual and group rehearsal skills including memory and recall. Perform from simple notation. Recognise which improvements need to be made. Develop an awareness of how to present a performance | Recognise which refinements need to be made and explore a range of different rehearsal strategies.  Develop an awareness of how to plan and present a performance | Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance |
| **Notating** | Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols | Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical, dimensions | Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions | Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation | Understand and use detailed graphic notation. Use basic stave notation | Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures | Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures |
| **Listening and responding** | Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel | Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel | Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer’s ideas | Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer’s ideas | Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically | 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 and discussing** | Talk about sounds and music and think about how they make you feel.  Begin to use key words relating to the dimensions | Think and talk about sounds and music and how they make you feel  Use key words relating to the dimensions | Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel.  Use key words relating to the dimensions | Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer’s ideas and choices 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 | Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer’s  musical use of key features / devices using a  musical vocabulary | Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer’s  musical intent and how it was achieved using a  fluent musical vocabulary |