**Music – Skills Ladder**

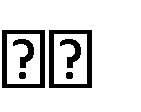
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| **Breadth of study** | **FS** | **Yr.1** | **Yr.2** | **Yr.3** | **Yr.4** | **Yr.5** | **Yr.6** |
| **Controlling sounds through singing.** | **Use the voice** in different ways such as speaking, singing and chanting.  **Perform** simple rhythms, poems, rhymes and songs by copying.  **Copy and create patterns** with their own voices. | **Perform** with an awareness of others.  **Take part** in a group singing performance.  **Create patterns** with their own voices (high, low to investigate pitch, quiet, loud for dynamics, long short for duration). | **Sing** songs in ensemble following the tune (melody) well.  **Perform** songs to an audience. | **Sing** simple songs with others or individually, remembering the melody and keeping in time. **Perform** in tune and with expression. | **Sing** a range of songs in tune with expression, as part of a group or individually. **Listen** to a second part and **know that** ostinato is a repeating pattern in singing. **Perform** with an awareness of tempo and dynamic. **Evaluate** their own singing and make improvements. | **Sing** a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round.  **Perform** with an awareness of tempo, dynamic and musical style.  **Evaluate** different types of singing (gospel choir, rock band, solo voices) and give their preferences. | **Sing** an individual role in a group performance, from memory or by **reading**  **notation**, **singing solos**, accompaniments or directing the group.  **Perform** own part in a round or other split part.  **Maintain a harmony**(singing higher or lower than the main melody) in a song. **Evaluate** different types of singing from different cultures and heritages, and discuss their preferences. |
| **Controlling sounds by playing.** | **Use** a range of percussion instruments to accompany well known rhymes with a steady pulse.  **Select** their own instrument | **Make and control** long and short sounds (duration). **Investigate pitch** by using chime bars, copying high and low notes. | **Follow instructions** on how and when to sing/play an instrument.  **Develop awareness of pitch** by identifying higher and lower notes. | **Play** notes on instruments clearly and including steps/ leaps in pitch.  **Improvise** (including call and response) within a group using 1 or 2 notes. | **Perform** with control and awareness of what others are playing.  **Improvise** (including call and response) within a group using 3 or 4 notes. | **Perform** in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.  **Lead** a call and response pattern involving 3 notes. | **Maintain** own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. **Play** more complex instrumental parts.  **Improvise** using 5 notes of the pentatonic scale. |
| **Creating and developing**  **musical ideas (composing)** | **Adapt** well known action songs with own sounds eg’Old Macdonald had a farm’.  **Suggest** new actions/sounds for a well -known song or rhyme. | **Create** a sequence of long and short sounds with help (duration).  **Clap** longer rhythms with help.  **Make different sounds** (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). | **Carefully choose** sounds to achieve an effect (including use of ICT).  **Order sounds** to create an  effect (structure- beginnings/endings). **Create** short musical patterns.  **Create sequences** of long and short sounds- rhythmic patterns (duration).  **Control** playing instruments so they sound as they should.  **Use pitch** changes to communicate an idea. Start to compose with two or three notes. | **Compose and perform** melodies using two or three notes.  **Use sound** to create abstract effects (including using ICT). **Create/ improvise** repeated patterns (ostinati) with a range of instruments. Effectively **choose, order, combine and control** sounds (texture/ structure). | **Compose and perform** melodies using three or four notes.  Make creative use of the way sounds can be **changed, organised and controlled** (including ICT).  **Create accompaniments** for tunes using drones or melodic ostinati (riffs). **Create (dotted) rhythmic patterns** with awareness of timbre and duration. | **Compose and perform**  melodies using four or five notes.  Use a variety of different **musical devices** including **melody, rhythms and chords**.  **Record** own compositions. Create own songs (raps- structure).  **Identify** where to place emphasis and accents in a song to create effects (duration). | **Compose and perform** melodies using five or more notes.  Show confidence, thoughtfulness and imagination in **selecting sounds and structures to convey an idea.**  **Create music** reflecting given intentions and record using standard notation. Use ICT to **organise musical ideas** (where appropriate). (Combine all musical dimensions). |
| **Responding and reviewing**  **(appraising)** | **Hear, listen and respond to** the pulse in music. **Identify** when a pulse is faster or slower. | **Hear, listen and respond to** the pulse in music.  **Hear, listen and respond to** different moods in music. **Identify** texture– one sound or several sounds?  **Choose sounds** to represent different things (ideas, | **Identify** the pulse in music.  **Recognise** changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). | **Internalise** the pulse in music.  **Know the difference** between pulse and rhythm. **Start to use musical dimensions vocabulary** to describe music–duration, timbre, pitch, dynamics, | **Know** how pulse stays the same but rhythm changes in a piece of music.  **Listen** to several layers of sound (texture) and talk about the effect on mood and feelings.  **Use** more musical | **Know** how pulse, rhythm and pitch fit together. **Use a range of words** to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence,  riff, ostinato, melody, | **Know** how the other dimensions of music are sprinkled through songs and pieces of music.  **Use musical vocabulary** confidently to describe music.  **Work out** how harmonies |

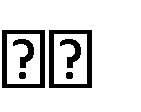
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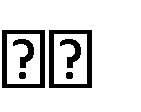
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|  |  | thoughts, feelings, moods etc.). | **Start to recognise** different instruments. | tempo, texture, structure. **Use** these words to identify where music works well/ needs improving. | dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.  Identify orchestral family timbres.  **Identify** cyclic patterns. | harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).  Use these words to identify **strengths and weaknesses** in own and others’ music. | are used and how drones  and melodic ostinati (riffs) are used to accompany singing.  **Use knowledge** of how lyrics reflect cultural context and have social meaning to enhance own compositions. **Refine and improve** own/ others’ work. |
| **Listening and applying knowledge and**  **understanding** |  | **Listen** for different types of sounds.  **Know** how sounds are made and changed.  **Make sounds** with a slight difference, with help. **Use voice** in different ways to create different effects. | **Listen carefully and recall** short rhythmic and melodic patterns.  **Use changes** in dynamics, timbre and pitch to organise music.  **Change sounds** to suit a situation.  **Make own sounds and symbols** to make and record music.  Start to look at basic formal notation- play by ear first. **Know** music can be played or listened to for a variety of purposes (in history/ different cultures). | **Know** number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). **Play** with a sound-thensymbol approach.  **Use** silence for effect and know symbol for a rest (duration).  **Describe** different purposes of music in history/ other cultures. | **Combine sounds expressively** (all dimensions).  **Read notes** and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).  **Know** that sense of occasion affects performance. **Describe** different purposes of music in history/ other cultures. | **Create** music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). **Read/ work out** the musical stave (notes as Year 4). **Perform songs** in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. **Describe** different purposes of music in history/ other cultures. | **Use increased aural memory** to recall sounds accurately. **Use knowledge** of musical dimensions to know how to best combine them. **Know and use** standard musical notation to perform and record own music (adding dotted quavers). **Use** different venues and occasions to vary performances.  (Combining all musical dimensions).  **Describe** different purposes of music in history/ other cultures. |

**Aims**

The national curriculum for music aims to ensure that all pupils:

perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.