



# Bledlow Ridge School Skills and Knowledge Progression

## Music



**Foundation Stage MINIMUM EXPECTED STANDARDS** By the end of the Reception Year most pupils should be able to:

<b>PERFORM (Singing / Playing)</b> <b>Active learning</b>	<b>EXPLORE and COMPOSE</b> <b>Playing and exploring</b>	<b>LISTEN, REFLECT and APPRAISE</b> <b>Creating and thinking critically</b>
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant short phases together</li> <li>• Find their singing voice and begin to develop an awareness of pitch over a small range of notes</li> <li>• Make changes in their voices to express different moods /feelings</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing short phrases or responses on their own</li> <li>• Sing a variety of songs both accompanied and unaccompanied.</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Start and stop together</li> <li>• Begin to develop a sense of beat, using instruments or body sounds</li> <li>• Respond to symbols or hand signs</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Copy a simple rhythm pattern or number of beats played on an instrument.</li> <li>• Play along to music showing a developing awareness of the beat</li> <li>• Play with a sense of purpose and enjoyment.</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice, hands, found objects and conventional instruments (<b>timbre</b>)</li> <li>• High and low sounds (<b>pitch</b>)</li> <li>• Long and short sounds (<b>duration</b>)</li> <li>• Loud and quiet sounds (<b>dynamics</b>)</li> <li>• Fast and slow sounds (<b>tempo</b>)</li> <li>• Begin to be aware of the effect that different sounds have to convey mood or meaning</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Begin to create and manipulate different effects on a sound source or instrument</li> <li>• Add chosen sound effects at an appropriate moment in a story or song</li> <li>• Sort and name different sounds</li> <li>• Create a sequence of different sounds in response to a given stimuli</li> </ul> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p><b>KEY WORDS</b></p> <p><b>FOUND OBJECTS</b> Pots and pans, material, paper or anything that can be manipulated to create sound</p> </div>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds and respond by talking about them or physically with movement and dance</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>• Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs.</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to identify and describe key features or extreme contrasts within a piece of music</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b> Steady beat, short and long sounds</p> <p><b>PITCH</b> High and low</p> <p><b>TEMPO</b> Fast and slow</p> <p><b>DYNAMICS</b> Loud and quiet</p> <p><b>TIMBRE</b> The tone quality of the sound – rough, smooth, scratch, etc</p> </div>

	<p><b>SINGING VOICE</b> The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm</p> <p><b>STEADY BEAT</b> Regular pulse (in time)</p>	<p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece</p>
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**YEAR 1 MINIMUM EXPECTED STANDARDS** By the end of Year 1 most pupils should be able to:

<b>PERFORM (Singing / Playing)</b>	<b>EXPLORE and COMPOSE</b>	<b>LISTEN, REFLECT and APPRAISE</b>
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>● Speak and chant together</li> <li>● Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>● Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</li> <li>● Co-ordinate actions to go with a song</li> <li>● Sing in time to a steady beat</li> <li>● Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>● Play instruments by shaking, scraping, rattling, tapping etc</li> <li>● Play in time to a steady beat, using instruments or body sounds</li> <li>● Play loudly, quietly, fast, slow</li> <li>● Imitate a rhythm pattern on an instrument</li> <li>● Play a repeated rhythmic pattern (<b>rhythmic ostinato</b>) to accompany a song</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>● Different sounds made by the voice and hands (<b>timbre</b>)</li> <li>● High and low sounds (<b>pitch</b>)</li> <li>● Long and short sounds (<b>duration</b>)</li> <li>● Loud and quiet sounds (<b>dynamics</b>)</li> <li>● Fast and slow sounds (<b>tempo</b>)</li> <li>● Pitch shapes (moving up and down) and rhythmic patterns</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>● Add sound effects to a story</li> <li>● Choose musical sound effects to follow a story line or match a picture</li> <li>● Use graphics/symbols to portray the sounds they have made</li> <li>● Sequence these symbols to make a simple structure (<b>score</b>)</li> <li>● Compose own sequence of sounds without help and perform.</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>● Listen to a piece of music and move in time to its steady beat.</li> <li>● Recognise and respond through movement /dance to the different musical characteristics and moods of music</li> <li>● Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>● Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> <li>● Begin to articulate how changes in speed, pitch and dynamics effect the mood</li> </ul>

<ul style="list-style-type: none"> <li>● Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>● Follow simple hand signals indicating: loud/quiet and start/stop</li> </ul>		
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**YEAR 2 MINIMUM EXPECTED STANDARDS** By the end of Year 2 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
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<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>● Sing a variety of songs with more accuracy of pitch</li> <li>● Sing words clearly and breathing at the end of phrases</li> <li>● Convey the mood or meaning of the song</li> <li>● Sing with a sense of control of <b>dynamics</b>(volume) and <b>tempo</b> (speed)</li> <li>● Echo sing a short melodic phrases</li> <li>● Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</li> <li>● Follow a leader (teacher)starting and stopping together</li> </ul> <p><b>Using Instruments:</b></p> <ul style="list-style-type: none"> <li>● Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter</li> <li>● Perform a repeated two note melodic ostinato to accompany a song</li> <li>● Perform a rhythm accompaniment to a song</li> <li>● Perform a sequence of sounds using a graphic score</li> <li>● Work and perform in smaller groups</li> <li>● Follow a leader (teacher)starting and stopping together</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>● Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed</li> <li>● Long and short sounds (<b>rhythm – duration</b>)</li> <li>● The rhythm patterns of words and sentences</li> <li>● Changes in <b>pitch</b> (higher and lower)</li> <li>● Sequences of sound (<b>structure</b>)</li> <li>● Sounds in response to a stimulus (<b>visual or aural</b>)</li> <li>● How sounds can be manipulated to convey different effects and moods</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>● Short melodic phrases</li> <li>● Short repeated rhythmic patterns (<b>ostinati</b>)</li> <li>● Rhythm patterns from words</li> <li>● A piece of music that has a beginning, middle and end (<b>structure</b>)</li> <li>● Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</li> <li>● Music that conveys different moods</li> </ul>	<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>● Listen with increased concentration</li> <li>● Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</li> <li>● Recognise how sounds are made – tapping, rattling, scraping, blowing etc</li> <li>● Identify different qualities of sound such as smooth, scratchy, clicking, ringing (<b>timbre</b>)</li> <li>● Recognise and respond to different changes of speed (<b>tempo</b>)/volume (<b>dynamics</b>) and <b>pitch</b></li> <li>● Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)</li> <li>● Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</li> </ul>
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- Demonstrate some confidence in performing as a group and as an individual

### YEAR 3 MINIMUM EXPECTED STANDARDS By the end of year 3 most pupils should be able to:

PERFORM (Singing /Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing songs in a variety of styles with confidence, singing an increasing number from memory</li> <li>• Show increasing accuracy of pitch and awareness of the shape of a melody.</li> <li>• Imitate increasingly longer phrases with accuracy</li> <li>• With an awareness of the phrases in a song</li> <li>• Understand that posture, breathing and diction are important.</li> <li>• Demonstrate an awareness of character or style in performance.</li> <li>• Chant or sing a round in two parts</li> <li>• Sing songs with a recognised structure (verse and chorus/ call and response)</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Keep a steady beat on an instrument in a group or individually</li> <li>• Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</li> <li>• Use tuned percussion with increasing confidence</li> <li>• Copy a short melodic phrase by ear on a pitched instrument</li> <li>• Play using symbols including graphic and / or simple traditional notation</li> <li>• Follow simple hand directions from a leader</li> <li>• Perform with an awareness of others</li> <li>• Combine musical sounds with narrative and movement</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.</li> <li>• Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)</li> <li>• Symbols to represent sound (graphic scores / traditional notation)</li> <li>• The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods</li> <li>• The different sounds (timbres) that one instrument can make</li> <li>• How the musical elements can be combined to compose descriptive music</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>• Words and actions to go with songs</li> <li>• A simple rhythmic accompaniment to go with a song, using ostinato patterns</li> <li>• Music that has a recognisable structure; Beginning, Middle and End or verse/chorus</li> <li>• Music that tells a story, paints a picture or creates a mood</li> </ul>	<p><b>Listening, reflecting and appraising:</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration to longer pieces / extracts of music</li> <li>• Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> <li>• a steady beat / no steady beat</li> <li>• a specific rhythm pattern or event</li> <li>• the speed (TEMPO) of the music</li> <li>• the volume (DYNAMICS)</li> <li>• the melody</li> </ul> </li> </ul> <p>using appropriate musical terms/language</p> <ul style="list-style-type: none"> <li>• Identify common characteristics</li> <li>• Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc)</li> <li>• Identify repetition in music ie a song with a chorus</li> <li>• Recognise aurally wooden, metal, skin percussion instruments and begin to know their names</li> <li>• Listen to their own compositions and use musical language to describe what happens in them</li> </ul>

Perform a composed piece to a friendly audience, as a member of a group or class

## YEAR 4 MINIMUM EXPECTED STANDARDS By the end of Year 4 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</li> <li>• Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</li> <li>• Sing confidently as part of a small group or solo being aware of posture and good diction.</li> <li>• Copy short phrases and be able to sing up and down in step independently.</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</li> <li>• Play music that includes RESTS</li> <li>• Use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> <li>• Play by ear – find known phrases or short melodies using tuned instruments</li> <li>• Read and play from some conventional music symbols</li> <li>• Combine instrumental playing with narrative and movement</li> <li>• Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</li> <li>• Perform to an audience of adults, an assembly or other classes with increasing confidence.</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Sounds to create particular effects (<b>timbre</b>)</li> <li>• Rhythm patterns in music from different times and places (<b>duration</b>)</li> <li>• The <b>pentatonic scale</b></li> <li>• Pitched notes that move by steps and/ or leaps to make short phrases/melodies</li> <li>• Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using <b>dynamics</b>, different <b>tempi</b>, different <b>timbres</b> etc</li> <li>• Combining and controlling sounds to achieve a desired effect</li> <li>• Music that incorporates effective silences (rests)</li> <li>• Different groupings of beats (metre of 2/3)</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>• A simple rhythmic accompaniment to a song using <b>ostinato</b> patterns</li> <li>• A simple melody from a selected group of notes (i.e. a pentatonic scale)</li> <li>• Music that has a recognisable structure</li> <li>• A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</li> <li>• Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience</li> <li>• Use a range of ICT to sequence, compose, record and share work</li> </ul>	<p><b>Listening, Reflecting and Appraising:</b></p> <ul style="list-style-type: none"> <li>• Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</li> <li>• Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the <b>tempo, dynamics, metre, texture, timbre</b>)</li> <li>• Recognise music from different times and countries identifying key elements that give it its unique sound.</li> <li>• Identify repeated rhythmic or melodic phrases in live or recorded music</li> <li>• Identify whether a song has a verse/chorus or call and response structure</li> <li>• Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</li> </ul>

**YEAR 5      MINIMUM EXPECTED STANDARDS By the end of year 5 most pupils should be able to:**

PERFORM(Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>● Sing confidently in a wide variety of styles with expression</li> <li>● Communicate the meaning and mood of the song</li> <li>● Sing in a round</li> <li>● Maintain own part in a round</li> <li>● Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>● Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>● Read and play with confidence from conventional or graphic notation</li> <li>● Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>● Perform with sensitivity to different dynamics, tempi</li> <li>● Lead/conduct a group of instrumental performers</li> <li>● Maintain a rhythmic or melodic accompaniment to a song</li> <li>● Maintain own part on a pitched instrument in a small ensemble</li> <li>● Perform own compositions to an audience</li> <li>● Use an mp3 recoder/video recorder to keep a record of work in progress and record performances.</li> </ul> <p><b>Know what makes a good performance</b></p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>● Chords / harmony – concord and discord</li> <li>● texture created by layering rhythmic and/or melodic ostinatos</li> <li>● Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>● Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African <b>etc</b></li> <li>● Improvising in a variety of styles</li> </ul> <p><b>Compose / Arrange:</b> (Always considering the musical elements)</p> <ul style="list-style-type: none"> <li>● Create own simple songs reflecting the meaning of the words</li> <li>● Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li> <li>● Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>● Refine own compositions after discussion</li> <li>● Use a range of symbols (conventional or graphic) to record compositions.</li> </ul>	<p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"> <li>● Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>● Identify and discuss ‘what happens when’ within simple musical structures</li> <li>● Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>● Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> <li>● Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul>

**YEAR 6 MINIMUM EXPECTED STANDARDS** By the end of Year 6 most pupils should be able to:

PERFORM(Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>● Sing confidently in a wide variety of styles with expression</li> <li>● Communicate the meaning and mood of the song</li> <li>● Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>● Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>● Read and play with confidence from conventional or graphic notation</li> <li>● Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>● Perform with sensitivity to different dynamics, tempi</li> <li>● Lead/conduct a group of instrumental performers</li> <li>● Maintain a rhythmic or melodic accompaniment to a song</li> <li>● Maintain own part on a pitched instrument in a small ensemble</li> <li>● Perform own compositions to an audience</li> <li>● Use an video recorder to keep a record of work in progress and record performances.</li> </ul> <p><b>Know what makes a good performance</b></p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>● Chords / harmony – concord and discord</li> <li>● Texture created by layering rhythmic and/or melodic ostinatos</li> <li>● Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>● Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African <b>etc</b></li> <li>● Improvising in a variety of styles</li> </ul> <p><b>Compose / Arrange:</b> (Always considering the musical elements)</p> <ul style="list-style-type: none"> <li>● Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li> <li>● Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>● Refine own compositions after discussion</li> <li>● Use a range of symbols (conventional or graphic) to record compositions.</li> </ul>	<p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"> <li>● Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>● Identify and discuss ‘what happens when’ within simple musical structures</li> <li>● Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>● Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> <li>● Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul>

