

## TSS Primary Music Progression of Skills

		<b>Year 1 can - (level 4)</b>
<b>Understand Music</b>	<b>Listening skills</b>	<ul style="list-style-type: none"> <li>• recognise rhythmic patterns</li> <li>• mimic a repeated melodic phrase</li> <li>• recognise that instruments and voices have different sounds</li> <li>• identify contrasting dynamics, tempo &amp; pitch</li> <li>• talk about music they hear using simple musical terminology</li> </ul>
	<b>Expressive</b>	<ul style="list-style-type: none"> <li>• describe how music makes them feel in very basic terms and recognise that different pieces can make them feel differently</li> <li>• sing songs and begin to convey emotional content</li> </ul>
	<b>Culturally diverse</b>	<ul style="list-style-type: none"> <li>• listen to and describe music from different traditions</li> </ul>
	<b>Literate</b>	<ul style="list-style-type: none"> <li>• use non-standard notation to communicate simple rhythmic and melodic patterns</li> <li>• perform simple melodies and rhythms from notation and graphic score</li> <li>• dictate very simple rhythms using non- standard notation</li> </ul>
<b>Perform Music</b>	<b>Reflect</b>	<ul style="list-style-type: none"> <li>• know when something went well or when they made a mistake</li> </ul>
	<b>Collaborate</b>	<ul style="list-style-type: none"> <li>• participate in an ensemble with an awareness of unison, teamwork, leader and follower</li> <li>• create short melodic or rhythmic patterns in response to another</li> </ul>
	<b>Perform</b>	<ul style="list-style-type: none"> <li>• sing simple songs in tune</li> <li>• play simple patterns and phrases on instruments</li> <li>• imitate rhythmic and melodic gestures and vary the dynamics</li> <li>• play keyboard melodies with simple rhythm</li> </ul>
<b>Compose Music</b>	<b>Explore</b>	<ul style="list-style-type: none"> <li>• explore different timbres</li> <li>• engage with familiar music</li> <li>• ask personally relevant questions about music they hear</li> </ul>
	<b>Create</b>	<ul style="list-style-type: none"> <li>• compose simple rhythmic or melodic patterns with or without notation</li> <li>• select different sounds to represent different stimuli</li> <li>• improvise simple rhythms</li> </ul>
		<b>Year 2 can - (level 4)</b>
<b>Understanding music</b>	<b>Listening skills</b>	<ul style="list-style-type: none"> <li>• identify simple patterns, contrasting dynamics, pitch and tempi in a piece of music</li> <li>• describe the timbres of some instruments and voices</li> </ul>

		<ul style="list-style-type: none"> <li>begin to notice the presence of multiple sections in a piece of music and use simple musical terminology</li> </ul>
	<b>Literate</b>	<ul style="list-style-type: none"> <li>use simple notation to communicate a melody or rhythm using notes and rests</li> <li>recognise and name simple note and rest values</li> <li>begin to recognise and respond to the difference between major and minor</li> <li>visually identify the orchestral families of instruments</li> </ul>
	<b>Expressive</b>	<ul style="list-style-type: none"> <li>respond and describe how music makes them feel in basic terms</li> <li>compose a simple melodic or rhythmic phrase and select a corresponding dynamic or tempo to indicate a given expressive intention</li> </ul>
	<b>Culturally diverse</b>	<ul style="list-style-type: none"> <li>know a repertoire of songs from different traditions and know where they come from</li> </ul>
<b>Performing music</b>	<b>Collaborative</b>	<ul style="list-style-type: none"> <li>participate in an ensemble with an awareness of individual and group contributions</li> <li>begin to compose with others to achieve a shared goal</li> <li>articulate own ideas, and take suggestions from others when working in a group</li> <li>take on the roles of leader and follower</li> </ul>
	<b>Reflect</b>	<ul style="list-style-type: none"> <li>begin to discuss what contributed to success and describe how their work could have been better</li> </ul>
	<b>Perform</b>	<ul style="list-style-type: none"> <li>sing rounds</li> <li>play phrases or simple songs on instruments</li> <li>respond to simple tempo and dynamic signals from a conductor</li> <li>understand and articulate the relationship between practice and achievement</li> </ul>
<b>Composing music</b>	<b>Create</b>	<ul style="list-style-type: none"> <li>compose longer or more varied phrases with or without notation</li> <li>improvise simple rhythmic and melodic patterns</li> </ul>
	<b>Explore</b>	<ul style="list-style-type: none"> <li>experiment with their voice and try different combinations of instruments and timbres</li> <li>engage with unfamiliar music</li> <li>ask personally relevant questions about the music they hear and perform</li> </ul>

		<b>Year 3 can - (level 4)</b>
<b>Understanding music</b>	<b>Listening skills</b>	<ul style="list-style-type: none"> <li>identify simple patterns, tempi and pitch and begin to identify how these are developed in a piece</li> <li>identify and describe the timbres of an increasing number of instruments and voices</li> <li>distinguish between thick and thin textures</li> <li>express personal interpretations of music they hear</li> </ul>
	<b>Expressive</b>	<ul style="list-style-type: none"> <li>respond to different works they hear or perform and begin to explain musical reasons for why they feel that way</li> <li>sing and perform simple pieces with expressive intention</li> </ul>

		<ul style="list-style-type: none"> <li>• compose simple pieces that express their own ideas</li> </ul>
	<b>Culturally diverse</b>	<ul style="list-style-type: none"> <li>• listen to and describe music from different traditions and explore some related elements in their own composing</li> <li>• know that music originates from different cultures and visually identify some relevant instruments</li> </ul>
	<b>Literate</b>	<ul style="list-style-type: none"> <li>• perform simple melodic lines from notation or graphic score</li> <li>• understand and apply a limited range of Italian terms and symbols</li> <li>• read a notes on the bass stave</li> <li>• identify some features of the notated stave</li> <li>• understand that the distance between two notes is an interval</li> </ul>
<b>Performing music</b>	<b>Collaborative</b>	<ul style="list-style-type: none"> <li>• participate in an ensemble and articulate the value of individual and group contributions</li> <li>• compose with others, balancing the contributions of each group member</li> <li>• offer and take suggestions from others when working in a group</li> </ul>
	<b>Perform</b>	<ul style="list-style-type: none"> <li>• sing or play in 2 part harmony</li> <li>• respond to a range of signals from a conductor</li> <li>• practice and set goals for their playing/singing</li> <li>• play 1st and 2nd inversions of triads and perform simple melodies in the right hand over simple triads in the left</li> </ul>
	<b>Reflect</b>	<ul style="list-style-type: none"> <li>• discuss how their work could have been better using improvement strategies</li> <li>• show awareness and value for others' ideas or interpretations</li> <li>• show awareness of their own processes of practicing , performing, &amp; creating</li> </ul>
<b>Composing music</b>	<b>Creative</b>	<ul style="list-style-type: none"> <li>• compose simple pieces in 2 parts/ layers, combining melody and rhythm</li> <li>• compose longer or more varied melodies, with or without notation</li> <li>• improvise using a limited range of pitches, rhythms, and tempi</li> </ul>
	<b>Explore</b>	<ul style="list-style-type: none"> <li>• suggest an alternative outcome during creative tasks</li> <li>• engage with unfamiliar music and ask about sounds and instruments</li> <li>• ask personally relevant questions about music and classroom experiences</li> </ul>

		<b>Year 4 can - (level 4)</b>
<b>Understand Music</b>	<b>Listening skills</b>	<ul style="list-style-type: none"> <li>• recognise rhythmic patterns</li> <li>• mimic a repeated melodic phrase</li> <li>• recognise that instruments and voices have different sounds</li> <li>• identify contrasting dynamics, tempo &amp; pitch</li> <li>• talk about music they hear using simple musical terminology</li> </ul>

	<b>Expressive</b>	<ul style="list-style-type: none"> <li>• respond to different works they hear or perform and begin to explain simple musical reasons for why they feel that way</li> <li>• sing and perform simple pieces with expressive intention</li> <li>• compose simple pieces that express their own ideas</li> </ul>
	<b>Culturally diverse</b>	<ul style="list-style-type: none"> <li>• listen to and describe music from different traditions and explore some related elements in their own composing</li> <li>• know that music originates from different cultures and visually identify some relevant instruments</li> </ul>
	<b>Literate</b>	<ul style="list-style-type: none"> <li>• perform simple phrases from notation and graphic score with a good sense of pulse</li> <li>• understand and apply a limited range of Italian terms and symbols</li> <li>• read all of the notes on the bass stave</li> <li>• identify the features of the notated stave</li> <li>• understand that the distance between two notes is an interval</li> <li>• recognise and respond to the difference between major and minor</li> </ul>
<b>Perform Music</b>	<b>Reflect</b>	<ul style="list-style-type: none"> <li>• discuss how their work could have been better using improvement strategies</li> <li>• show awareness and value for others' ideas or interpretations</li> <li>• show awareness of their own processes of practicing , performing, &amp; creating</li> </ul>
	<b>Collaborate</b>	<ul style="list-style-type: none"> <li>• participate in an ensemble and articulate the value of individual and group contributions</li> <li>• compose with others, listening to the contributions of each group member</li> <li>• offer and take suggestions from others when working a group</li> </ul>
	<b>Perform</b>	<ul style="list-style-type: none"> <li>• sing/play in 2-parts</li> <li>• respond to a range of signals from a conductor</li> <li>• practice thoughtfully for their playing/singing</li> </ul>
<b>Compose Music</b>	<b>Explore</b>	<ul style="list-style-type: none"> <li>• suggest an alternative outcome during creative tasks</li> <li>• engage with unfamiliar music and ask about sounds and instruments</li> <li>• ask personally relevant questions about music and classroom experiences</li> </ul>
	<b>Create</b>	<ul style="list-style-type: none"> <li>• compose simple pieces in 2 parts/layers, combining melody and rhythm</li> <li>• compose longer or more varied melodies, with or without notation</li> <li>• improvise using a range of pitches, rhythms, and tempi</li> <li>• initiate experimentation</li> </ul>

		<b>Year 5 can - (level 4)</b>
<b>Understand Music</b>	<b>Listening skills</b>	<ul style="list-style-type: none"> <li>• identify simple melodic and rhythmic patterns and describe how they are developed in a piece</li> <li>• discuss multiple sections and key features of a piece and begin to draw comparisons</li> <li>• express personal interpretations of music they hear and relate to their own experiences</li> </ul>

	<b>Expressive</b>	<ul style="list-style-type: none"> <li>• discuss or show what they experience when hearing or performing music, using musical vocabulary and key examples</li> <li>• compose pieces to communicate their own ideas</li> </ul>
	<b>Culturally diverse</b>	<ul style="list-style-type: none"> <li>• listen to and describe music from different traditions and explore some related elements in their own composing</li> <li>• know that music originates from different cultures and visually identify some relevant instruments</li> </ul>
	<b>Literate</b>	<ul style="list-style-type: none"> <li>• use notation to communicate melody and simple accompaniment</li> <li>• perform simple melodic lines from notation with a good sense of pulse and rhythm</li> <li>• recognise and notate common accidentals, ledger lines</li> <li>• aurally identify chords as major or minor, understand how to construct a third on the staff</li> </ul>
<b>Perform Music</b>	<b>Reflect</b>	<ul style="list-style-type: none"> <li>• identify things that worked well and things that did not and begin to suggest ideas for improvement using musical examples</li> <li>• begin to describe their role and artistic contributions within a musical team</li> <li>• describe their own process</li> </ul>
	<b>Collaborate</b>	<ul style="list-style-type: none"> <li>• participate in an ensemble and assess individual and group contributions</li> <li>• compose with others, compromising, combining, or forfeiting own ideas for another group member's</li> <li>• articulate own ideas, offer and incorporate peer feedback</li> <li>• begin to take on different roles within a group</li> </ul>
	<b>Perform</b>	<ul style="list-style-type: none"> <li>• practice and assess their practice process</li> <li>• respond to signals from a conductor with awareness of the intended effect</li> <li>• demonstrate legato, staccato, diminuendo and crescendo</li> </ul>
<b>Compose Music</b>	<b>Explore</b>	<ul style="list-style-type: none"> <li>• suggest multiple outcomes during creative tasks</li> <li>• actively engage with unfamiliar music and ask about composer and context</li> <li>• ask personally relevant questions about music and about creative processes</li> </ul>
	<b>Create</b>	<ul style="list-style-type: none"> <li>• compose simple pieces with some awareness of the intended effect</li> <li>• experiment with more than one layer (ostinato, drone, chords, etc.)</li> <li>• propose ideas in response to challenges</li> </ul>

		<b>Year 6 can - (level 4)</b>
<b>Understand Music</b>	<b>Listening skills</b>	<ul style="list-style-type: none"> <li>• understand, identify, and discuss features using musical and expressive vocabulary</li> <li>• notice and remember changes throughout a piece of music and discuss how layers within the music relate or interact</li> <li>• express personal interpretations by relating to other pieces</li> </ul>

	<b>Expressive</b>	<ul style="list-style-type: none"> <li>• explain or show how hearing or performing music makes them feel, think, or imagine, using a range of vocabulary and examples</li> <li>• compose different pieces to communicate and express their ideas, feelings, and experiences</li> </ul>
	<b>Culturally diverse</b>	<ul style="list-style-type: none"> <li>• listen to and discuss music from different traditions and incorporate these experiences into their own work</li> <li>• make references to the cultural/historical context of music and explain the role and relationship within that culture/ period of time</li> <li>• compare the style and context of other musical traditions to their own</li> </ul>
	<b>Literate</b>	<ul style="list-style-type: none"> <li>• use notation to effectively communicate a melody and accompaniment</li> <li>• categorise and order a range of technical vocabulary and symbols</li> <li>• recognise some roles in the profession</li> <li>• understand basic tonality and that major scales have a key signature, construct major and minor triads</li> <li>• aurally identify common small and large ensembles.</li> <li>• dictate using standard notation in treble and bass clef</li> </ul>
<b>Perform Music</b>	<b>Reflect</b>	<ul style="list-style-type: none"> <li>• begin to evaluate their own performance or composition given a set of criteria and explain decisions using musical vocabulary</li> <li>• begin to critically evaluate their artistic contributions within group work and ensembles</li> <li>• evaluate their own processes</li> </ul>
	<b>Collaborate</b>	<ul style="list-style-type: none"> <li>• perform in an ensemble with an awareness of the intended goals of group performance</li> <li>• compose with others, supporting all team members and their needs</li> <li>• recognise the role of others in the development of ideas and solutions</li> <li>• work within a group to solve artistic problems having all contributed and explored multiple ideas</li> </ul>
	<b>Perform</b>	<ul style="list-style-type: none"> <li>• sing/play independent melodies and harmonies in 2/3 parts</li> <li>• respond with sensitivity to signals from a conductor</li> <li>• improvise and perform a range of music with good intonation and stylistic awareness</li> <li>• maintain focus after making mistakes</li> </ul>
<b>Compose Music</b>	<b>Explore</b>	<ul style="list-style-type: none"> <li>• suggest multiple outcomes when creating and performing</li> <li>• actively engage with unfamiliar music, and ask about composer, cultural origins and traditions</li> <li>• ask insightful questions about their own learning</li> </ul>
	<b>Create</b>	<ul style="list-style-type: none"> <li>• compose using a range of dynamics, structures, tempi and techniques with awareness of the intended effect</li> <li>• experiment with a variety of accompaniments or chord progressions</li> </ul>

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|  | <ul style="list-style-type: none"><li>• improvise using an extended range of pitches, rhythms and tempi with awareness of the intended effect</li><li>• propose complex ideas in response to challenges</li></ul> |
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