



The Sultan's School
Primary Music Progression of Skills 2021-22



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

Strand	Skill	Year 2 can - (level 4)
Understand Music		<ul style="list-style-type: none"> • identify simple patterns, contrasting dynamics, pitch and tempi in a piece of music • describe the timbres of some instruments and voices • begin to notice the presence of multiple sections in a piece of music and use simple musical terminology
		<ul style="list-style-type: none"> • use simple notation to communicate a melody or rhythm using notes and rests • recognise and name simple note and rest values • begin to recognise and respond to the difference between major and minor



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		<ul style="list-style-type: none"> visually identify the orchestral families of instruments
		<ul style="list-style-type: none"> respond and describe how music makes them feel in basic terms compose a simple melodic or rhythmic phrase and select a corresponding dynamic or tempo to indicate a given expressive intention
Perform Music		<ul style="list-style-type: none"> know a repertoire of songs from different traditions and know where they come from
		<ul style="list-style-type: none"> participate in an ensemble with an awareness of individual and group contributions begin to compose with others to achieve a shared goal articulate own ideas, and take suggestions from others when working in a group take on the roles of leader and follower
	Perform	<ul style="list-style-type: none"> begin to discuss what contributed to success and describe how their work could have been better sing rounds play phrases or simple songs on instruments respond to simple tempo and dynamic signals from a conductor understand and articulate the relationship between practice and achievement
Compose Music	Create	<ul style="list-style-type: none"> compose longer or more varied phrases with or without notation improvise simple rhythmic and melodic patterns
	Explore	<ul style="list-style-type: none"> experiment with their voice and try different combinations of instruments and timbres engage with unfamiliar music ask personally relevant questions about the music they hear and perform

Strand	Skill	Year 3 can - (level 4)
Understand music	Listening skills	<ul style="list-style-type: none"> identify simple patterns, tempi and pitch and begin to identify how these are developed in a piece identify and describe the timbres of an increasing number of instruments and voices distinguish between thick and thin textures express personal interpretations of music they hear
	Expressive	<ul style="list-style-type: none"> respond to different works they hear or perform and begin to explain musical reasons for why they feel that way sing and perform simple pieces with expressive intention compose simple pieces that express their own ideas
	Culturally diverse	<ul style="list-style-type: none"> listen to and describe music from different traditions and explore some related elements in their own composing know that music originates from different cultures and visually identify some relevant instruments
	Literate	<ul style="list-style-type: none"> perform simple melodic lines from notation or graphic score understand and apply a limited range of Italian terms and symbols read a notes on the bass stave identify some features of the notated stave understand that the distance between two notes is an interval
	Collaborative	<ul style="list-style-type: none"> participate in an ensemble and articulate the value of individual and group contributions



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Perform Music		<ul style="list-style-type: none"> • compose with others, balancing the contributions of each group member • offer and take suggestions from others when working in a group
	Perform	<ul style="list-style-type: none"> • sing or play in 2 part harmony • respond to a range of signals from a conductor • practice and set goals for their playing/singing • play 1st and 2nd inversions of triads and perform simple melodies in the right hand over simple triads in the left
	Reflect	<ul style="list-style-type: none"> • discuss how their work could have been better using improvement strategies • show awareness and value for others' ideas or interpretations • show awareness of their own processes of practising, performing, & creating
Compose Music	Creative	<ul style="list-style-type: none"> • compose simple pieces in 2 parts/ layers, combining melody and rhythm • compose longer or more varied melodies, with or without notation • improvise using a limited range of pitches, rhythms, and tempi
	Explore	<ul style="list-style-type: none"> • suggest an alternative outcome during creative tasks • engage with unfamiliar music and ask about sounds and instruments • ask personally relevant questions about music and classroom experiences

Strand	Skill	Year 4 can - (level 4)
Understand Music	Listening skills	<ul style="list-style-type: none"> • recognise rhythmic patterns • mimic a repeated melodic phrase • recognise that instruments and voices have different sounds • identify contrasting dynamics, tempo & pitch • talk about music they hear using simple musical terminology
	Expressive	<ul style="list-style-type: none"> • respond to different works they hear or perform and begin to explain simple musical reasons for why they feel that way • sing and perform simple pieces with expressive intention • compose simple pieces that express their own ideas
	Culturally diverse	<ul style="list-style-type: none"> • listen to and describe music from different traditions and explore some related elements in their own composing • know that music originates from different cultures and visually identify some relevant instruments
	Literate	<ul style="list-style-type: none"> • perform simple phrases from notation and graphic score with a good sense of pulse • understand and apply a limited range of Italian terms and symbols • read all of the notes on the bass stave • identify the features of the notated stave • understand that the distance between two notes is an interval • recognise and respond to the difference between major and minor
Perform Music	Reflect	<ul style="list-style-type: none"> • discuss how their work could have been better using improvement strategies • show awareness and value for others' ideas or interpretations • show awareness of their own processes of practicing , performing, & creating



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	Collaborate	<ul style="list-style-type: none"> participate in an ensemble and articulate the value of individual and group contributions compose with others, listening to the contributions of each group member offer and take suggestions from others when working a group
	Perform	<ul style="list-style-type: none"> sing/play in 2-parts respond to a range of signals from a conductor practice thoughtfully for their playing/singing
Compose Music	Explore	<ul style="list-style-type: none"> suggest an alternative outcome during creative tasks engage with unfamiliar music and ask about sounds and instruments ask personally relevant questions about music and classroom experiences
	Create	<ul style="list-style-type: none"> compose simple pieces in 2 parts/layers, combining melody and rhythm compose longer or more varied melodies, with or without notation improvise using a range of pitches, rhythms, and tempi initiate experimentation

Strand	Skill	Year 5 can - (level 4)
Understand Music	Listening skills	<ul style="list-style-type: none"> identify simple melodic and rhythmic patterns and describe how they are developed in a piece discuss multiple sections and key features of a piece and begin to draw comparisons express personal interpretations of music they hear and relate to their own experiences
	Expressive	<ul style="list-style-type: none"> discuss or show what they experience when hearing or performing music, using musical vocabulary and key examples compose pieces to communicate their own ideas
	Culturally diverse	<ul style="list-style-type: none"> listen to and describe music from different traditions and explore some related elements in their own composing know that music originates from different cultures and visually identify some relevant instruments
	Literate	<ul style="list-style-type: none"> use notation to communicate melody and simple accompaniment perform simple melodic lines from notation with a good sense of pulse and rhythm recognise and notate common accidentals, ledger lines aurally identify chords as major or minor, understand how to construct a third on the staff
Perform Music	Reflect	<ul style="list-style-type: none"> identify things that worked well and things that did not and begin to suggest ideas for improvement using musical examples begin to describe their role and artistic contributions within a musical team describe their own process
	Collaborate	<ul style="list-style-type: none"> participate in an ensemble and assess individual and group contributions compose with others, compromising, combining, or forfeiting own ideas for another group member's articulate own ideas, offer and incorporate peer feedback begin to take on different roles within a group
	Perform	<ul style="list-style-type: none"> practice and assess their practice process respond to signals from a conductor with awareness of the intended effect



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Compose Music	Explore	<ul style="list-style-type: none"> demonstrate legato, staccato, diminuendo and crescendo suggest multiple outcomes during creative tasks actively engage with unfamiliar music and ask about composer and context ask personally relevant questions about music and about creative processes
	Create	<ul style="list-style-type: none"> compose simple pieces with some awareness of the intended effect experiment with more than one layer (ostinato, drone, chords, etc.) propose ideas in response to challenges

Strand	Skill	Year 6 can - (level 4)
Understand Music	Listening skills	<ul style="list-style-type: none"> understand, identify, and discuss features using musical and expressive vocabulary notice and remember changes throughout a piece of music and discuss how layers within the music relate or interact express personal interpretations by relating to other pieces
	Expressive	<ul style="list-style-type: none"> explain or show how hearing or performing music makes them feel, think, or imagine, using a range of vocabulary and examples compose different pieces to communicate and express their ideas, feelings, and experiences
	Culturally diverse	<ul style="list-style-type: none"> listen to and discuss music from different traditions and incorporate these experiences into their own work make references to the cultural/historical context of music and explain the role and relationship within that culture/period of time compare the style and context of other musical traditions to their own
	Literate	<ul style="list-style-type: none"> use notation to effectively communicate a melody and accompaniment categorise and order a range of technical vocabulary and symbols recognise some roles in the profession understand basic tonality and that major scales have a key signature, construct major and minor triads aurally identify common small and large ensembles. dictate using standard notation in treble and bass clef
Perform Music	Reflect	<ul style="list-style-type: none"> begin to evaluate their own performance or composition given a set of criteria and explain decisions using musical vocabulary begin to critically evaluate their artistic contributions within group work and ensembles evaluate their own processes
	Collaborate	<ul style="list-style-type: none"> perform in an ensemble with an awareness of the intended goals of group performance compose with others, supporting all team members and their needs recognise the role of others in the development of ideas and solutions work within a group to solve artistic problems having all contributed and explored multiple ideas
	Perform	<ul style="list-style-type: none"> sing/play independent melodies and harmonies in 2/3 parts respond with sensitivity to signals from a conductor improvise and perform a range of music with good intonation and stylistic awareness



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Compose Music	Explore	<ul style="list-style-type: none">• maintain focus after making mistakes• suggest multiple outcomes when creating and performing• actively engage with unfamiliar music, and ask about composer, cultural origins and traditions• ask insightful questions about their own learning
	Create	<ul style="list-style-type: none">• compose using a range of dynamics, structures, tempi and techniques with awareness of the intended effect• experiment with a variety of accompaniments or chord progressions• improvise using an extended range of pitches, rhythms and tempi with awareness of the intended effect• propose complex ideas in response to challenges