



The Sultan's School

Primary Music Progression of Skills 2022-23



Strand	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Making Sense of Music	<ul style="list-style-type: none"> 1MS.01 Listen and respond to music through words, sounds and movement. 1MS.02 Show basic understanding of feedback given. 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 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 listen to and describe music from different traditions 	<ul style="list-style-type: none"> 2MS.01 Listen and respond to music through asking and answering questions and making sounds and movement. 2MS.02 Offer and accept suggestions for improvement to work. 2MS.03 Recognise that there is a link between sounds and symbols. 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 use simple notation to communicate a melody or rhythm using notes and rests recognise and name simple note and rest values 	<ul style="list-style-type: none"> 34MS.01 Listen and respond to music, beginning to use technical language accurately to describe features of the music. 34MS.02 Demonstrate an understanding of how work can be improved to suit intentions. 34MS.03 Explore simple ways of scribing their own and others' music, making the link between sounds and symbols. 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 	<ul style="list-style-type: none"> 34MS.01 Listen and respond to music, beginning to use technical language accurately to describe features of the music. 34MS.02 Demonstrate an understanding of how work can be improved to suit intentions. 34MS.03 Explore simple ways of scribing their own and others' music, making the link between sounds and symbols. 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 	<ul style="list-style-type: none"> 56MS.01 Use some technical language to talk about music. 56MS.02 Begin to discuss how music reflects the contexts in which it is created, performed and heard. 56MS.03 Use feedback to refine ideas and processes, reflecting on different views and how this relates to purpose and meaning. 56MS.04 Use simple notation(s) to support musical learning appropriate to the context. 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 	<ul style="list-style-type: none"> 56MS.01 Use some technical language to talk about music. 56MS.02 Begin to discuss how music reflects the contexts in which it is created, performed and heard. 56MS.03 Use feedback to refine ideas and processes, reflecting on different views and how this relates to purpose and meaning. 56MS.04 Use simple notation(s) to support musical learning appropriate to the context. 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



The Sultan's School

Primary Music Progression of Skills 2022-23



	<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 	<ul style="list-style-type: none"> • begin to recognise and respond to the difference between major and minor • visually identify the orchestral families of instruments • 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 • know a repertoire of songs from different traditions and know where they come from 	<ul style="list-style-type: none"> • express personal interpretations of music they hear • 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 • 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 • perform simple melodic lines from notation or graphic score • understand and apply a limited range of Italian terms and symbols 	<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 • 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 • 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 	<p>music they hear and relate to their own experiences</p> <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 • 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 • 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 	<p>relating to other pieces</p> <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 • 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 • use notation to effectively communicate a
--	---	---	---	--	---	---



The Sultan's School

Primary Music Progression of Skills 2022-23



			<ul style="list-style-type: none"> • read a notes on the bass stave • identify some features of the notated stave • understand that the distance between two notes is an interval 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • aurally identify chords as major or minor, understand how to construct a third on the stave 	<ul style="list-style-type: none"> • 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
Making Music (Performing)	<ul style="list-style-type: none"> • 1MM.01 Sing and play music, joining in when appropriate and spontaneously. • 1MM.02 Follow melodic shape and timing with some accuracy; start and stop mostly as appropriate. • know when something went well or when they made a mistake • participate in an ensemble with an 	<ul style="list-style-type: none"> • 2MM.01 Participate in music making with an increasing awareness of others. • 2MM.02 Contribute to performances with mostly accurate timing and awareness of pulse and melodic shape. • participate in an ensemble with an awareness of individual and group contributions 	<ul style="list-style-type: none"> • 34MM.01 Participate in unison and part singing or playing. • 34MM.02 Contribute to performances with mostly accurate timing and with increasingly accurate tuning, control, and expression. • participate in an ensemble and articulate the value of individual and group contributions 	<ul style="list-style-type: none"> • 34MM.01 Participate in unison and part singing or playing. • 34MM.02 Contribute to performances with mostly accurate timing and with increasingly accurate tuning, control, and expression. • discuss how their work could have been better using improvement strategies 	<ul style="list-style-type: none"> • 56MM.01 Take responsibility in leading and following the lead of others when rehearsing and performing. • 56MM.02 Perform with increasing confidence, expression, skill and level of musicality and make adjustments to own performance in response to others. 	<ul style="list-style-type: none"> • 56MM.01 Take responsibility in leading and following the lead of others when rehearsing and performing. • 56MM.02 Perform with increasing confidence, expression, skill and level of musicality and make adjustments to own performance in response to others.



The Sultan's School

Primary Music Progression of Skills 2022-23



	<ul style="list-style-type: none"> • awareness of unison, teamwork, leader and follower • create short melodic or rhythmic patterns in response to another • 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 	<ul style="list-style-type: none"> • 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 • 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 	<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 • 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 • 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 	<ul style="list-style-type: none"> • show awareness and value for others' ideas or interpretations • show awareness of their own processes of practicing, performing, & creating • 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 • sing/play in 2-parts • respond to a range of signals from a conductor • practice thoughtfully for their playing/singing 	<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 • 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 • practice and assess their practice process • respond to signals from a conductor with awareness of the intended effect 	<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 • 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 • sing/play independent melodies and
--	--	---	---	---	--	--



The Sultan's School Primary Music Progression of Skills 2022-23



					<ul style="list-style-type: none"> demonstrate legato, staccato, diminuendo and crescendo 	<ul style="list-style-type: none"> 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 maintain focus after making mistakes
Making Music (Composing)	<ul style="list-style-type: none"> 1MM.03 Freely explore and enjoy playing with sounds, melodies and rhythms. explore different timbres engage with familiar music ask personally relevant questions about music they hear compose simple rhythmic or melodic patterns with or without notation select different sounds to represent different stimuli improvise simple rhythms 	<ul style="list-style-type: none"> 2MM.03 Explore and combine sounds in response to a range of given or chosen stimuli. 2MM.04 Begin to demonstrate basic organisation of musical ideas when contributing to improvisations and compositions. compose longer or more varied phrases with or without notation improvise simple rhythmic and melodic patterns experiment with their voice and try different combinations of 	<ul style="list-style-type: none"> 34MM.03 Experiment with and combine sounds for a given purpose. 34MM.04 Contribute short fragments to improvisations and compositions which respond coherently to a range of given or chosen stimuli. 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 	<ul style="list-style-type: none"> 34MM.03 Experiment with and combine sounds for a given purpose. 34MM.04 Contribute short fragments to improvisations and compositions which respond coherently to a range of given or chosen stimuli. 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 	<ul style="list-style-type: none"> 56MM.03 Experiment with, develop, revise and refine musical material. 56MM.04 Contribute to increasingly more complex improvisations and compositions which respond coherently to a range of given or chosen stimuli and for different occasions. suggest multiple outcomes during creative tasks actively engage with unfamiliar music and ask about composer and context ask personally relevant questions about music and 	<ul style="list-style-type: none"> 56MM.03 Experiment with, develop, revise and refine musical material. 56MM.04 Contribute to increasingly more complex improvisations and compositions which respond coherently to a range of given or chosen stimuli and for different occasions. suggest multiple outcomes when creating and performing actively engage with unfamiliar music, and ask about composer, cultural origins and traditions



The Sultan's School

Primary Music Progression of Skills 2022-23



		<p>instruments and timbres</p> <ul style="list-style-type: none"> engage with unfamiliar music ask personally relevant questions about the music they hear and perform 	<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 	<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 	<p>about creative processes</p> <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 	<ul style="list-style-type: none"> ask insightful questions about their own learning 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
--	--	--	--	--	--	---