

Progression of skills

- The progression of skills are taught and built upon as children progress through EYFS and KS1. These skills are taught through hands on, explorative and relevant experiences and then built upon in KS1.
- The pathways to musical independence reflects the fact that children are constantly developing their musical independence, moving steadily from reliance (copying) to independent music making drawing on an increasingly rich range of strategies and knowledge.
- Each pathway has 3 columns:



Identify the Learning	Explore the learning and deepen the understanding	Apply the understanding
Plan your musical intentions	Enjoy putting learning in practical contexts working individually and in different sized groups.	Making it your own Enjoy creating and using your imagination working individually in different sized groups



Year 1 Dimensions Progression

Reliance		→	Independence		
Identify the learning <i>plan your musical intentions</i>		→	Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i>	→	Apply the understanding <i>making it your own – creating enjoy improvising and composing and using your imagination working individually and in different sized groups</i>
Dimensions					
Pitch Explore, respond to and recognise high, middle and low sounds			Investigate the relationship between high / low and middle sounds through singing, playing, listening and responding activities		Choose, create and remember high / low and middle sound patterns
Duration Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed			Investigate patterns of long and short sounds and steady beats through singing, playing, listening and responding activities		Choose, create and remember patterns of long and short sounds and use the steady beat
Dynamics Explore, respond to, recognise and identify loud, moderate, quiet and silence			Investigate contrasting dynamics through singing, playing, listening and responding activities		Choose, create and remember dynamic patterns and use dynamic contrast to convey ideas
Tempo Explore, respond to, recognise and identify fast, moderate and slow			Investigate contrasting tempi through singing, playing, listening and responding activities		Choose, create and remember different tempi and use them to convey ideas
Timbre Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used			Investigate a range of timbres through singing, playing, listening and responding activities Sort sound makers/ instruments into groups according to timbre		Choose, create and remember sounds and use them to illustrate ideas
Texture Explore, respond to and recognise solo sounds and layers of sounds			Investigate solo (single) and layered (lots of) sounds through singing, playing, listening and responding activities		Choose, create and remember different combinations of sounds and use them to convey ideas
Structure Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato)			Copy and investigate simple musical structures through singing, playing, listening and responding activities		Choose and order sounds to create sequences of patterns and / or events

Pathway to Musical Independence – Year 1





Year 1 Skills Progression

<u>Skills</u>		
<p>Singing Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory</p>	<p>Investigate using voices in a variety of ways developing vocal, quality and diction being aware of the sound you are making</p>	<p>Use vocal sounds and voices with increasing confidence to interpret and perform songs and communicate simple and varied ideas</p>
<p>Playing Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</p>	<p>Play with improved technique and increased control being aware of the sound you are making. Copy and match patterns/ contrasts</p>	<p>Use sound makers and instruments to create and illustrate simple and varied ideas</p>
<p>Rehearsing and performing Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform</p>	<p>Practise singing and playing to be the best it can be</p>	<p>Begin to make suggestions about how to better their performances.</p>
<p>Notating Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p>	<p>Investigate using a range of simple graphic signs and symbols to represent sounds when planning, singing and playing</p>	<p>Choose, invent and order signs and symbols to represent chosen sounds and sound patterns</p>
<p>Listening and responding Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel</p>	<p>Listen to and investigate changes in mood and character and respond through movement, dance, words and other art forms recognising the emotional impact. Begin to understand the importance of being a good audience</p>	<p>Use musical experiences as a stimulus for own music making</p>
<p>Describing and discussing Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</p>	<p>Spend time talking about music heard, performed and created to share opinions and focus thinking using key words</p>	<p>Use an emerging vocabulary to share ideas when creating and performing</p>

Year 2 Dimensions Progression

Reliance		→	Independence		
Identify the learning <i>plan your musical intentions</i>		→	Explore the learning & deepen the understanding <i>enjoy putting learning in practical contexts working individually and in different sized groups</i>	→	Apply the understanding <i>making it your own – creating enjoy improvising and composing and using your imagination working individually and in different sized groups</i>
Dimensions					
Pitch Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes			Investigate sounds that get higher and lower and melodic shape through singing, playing, listening and responding activities		Choose, create and remember melodic patterns and use them to illustrate ideas
Duration Respond to, recognise and distinguish between steady beats (<i>counted in groups of 4s, 2s and 3s</i>) and rhythm patterns and how they fit together			Investigate the relationship between the steady beat and simple rhythm patterns through singing, playing, listening and responding activities with an awareness of how they fit together		Choose, create and remember rhythm patterns and order them to convey ideas
Dynamics Respond to, recognise and identify getting louder and quieter			Investigate sounds that get louder and quieter through singing, playing, listening and responding activities and use for musical effect		Choose, create and use sounds that get louder / quieter to convey meaning
Tempo Respond to, recognise and identify getting faster and slower			Investigate sounds that get faster and slower through singing, playing, listening and responding activities and use for musical effect		Choose, create and use sounds that get faster / slower to convey meaning
Timbre Identify and choose the way sounds are made and can be used			Investigate a wider range of timbres through singing, playing, listening and responding activities and use for musical effect		Choose, create and use a wider range of sounds and use them to illustrate ideas with an awareness of the musical effect
Texture Respond to and begin to recognise and use different layers including simple accompaniments			Investigate different layers of sound including using simple accompaniments through singing, playing, listening and responding activities		Choose, create and use different layers of sound with an awareness of the musical effect. Create simple accompaniments
Structure Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA and repeated patterns (<i>ostinato</i>)			Copy and investigate repetition and contrast structures including ostinati (short repeated patterns) through singing, playing, listening and responding activities		Choose, create and order sounds featuring repetition and / or contrast with an awareness of the musical effect

Pathway to Musical Independence – Year 2





Year 2 Skills Progression

<u>Skills</u>		
Singing Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Show an awareness of breathing and posture. Use simple vocal patterns as accompaniments	Investigate using voices in a variety of ways with increased accuracy and an increased awareness of the sound you are making and how you are making it	Use voices with increasing confidence to interpret and perform songs and vocal patterns and accompaniments
Playing Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating between left and right. Begin to play with musical intent	Play with greater accuracy and control being aware of your own sound and your own sound within a group	Choose and accurately play planned sounds with awareness of intention and effect
Rehearsing and performing Sing and play in time and follow a wider range of simple directions, developing musical memory and an awareness of why and how to improve and present a performance	Consider why and how to improve your performance through recording and reviewing, sharing, comparing and evaluating	Polish performances and make changes that contribute to the overall musical effect
Notating Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch	Investigate and develop an understanding of a wider range of informative graphic signs and symbols to represent sounds when planning, singing and playing	Choose, invent and order informative signs and symbols to accurately record musical ideas (which could include simple stick and dot notation)
Listening and responding Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas	Listen to and investigate musical contexts, changes in mood and character and emotional impact through a variety of art forms. Recognise how to be a good audience	Use musical experiences and thinking as a stimulus for your own music making
Describing and discussing Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions	Spend time thinking and talking about music heard, performed and created. Begin to express and justify ideas and opinions using key words	Use an emerging vocabulary to focus thinking and share ideas when creating and performing