

John Donne Music - Progression of Skills

Listening & Appraising							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Describe the sounds of musical instruments e.g scratchy or soft	Recognise and understand the difference between pulse and rhythm.	Start to show an understanding of metre.	Identify whether music is in 4/4 or 3/4.			
	Thinks abstractly about music e.g this music sounds floaty	Understand that different types of sounds are called timbres.	Recognise structural features in music.		Understand that music from different parts of the world will have different features.		Understand where different genres and composers fit within history and discuss how they have influenced and impacted the development of other musical styles and cultural links.
		Recognise basic tempo, dynamic, articulation and pitch changes (fast/slow, higher/lower, loud-forte/quiet-piano, smooth-legato/detached-staccato).	Begin to use musical vocabulary to describe music (melody, rhythm, pulse, ostinato, forte/piano, staccato/legato etc.).	Use musical vocabulary to describe the timbre, texture and dynamics of the music.		Recognise the use and development of motifs in music.	Use musical vocabulary with confidence and clarity when evaluating and describing the features of a piece of music.
		Listen to and repeat 4-beat rhythmic phrases (with hands or on untuned percussion instruments).*	Listen to and repeat back 8-beat rhythmic phrases (with hands or on untuned percussion instruments) and 4-beat melodic phrases on tuned percussion.*				
		Express a basic opinion on a piece of music (I liked/disliked the music because...).	Express an opinion on a piece of music and their thoughts on particular instruments.	Express an opinion on a piece of music and their thoughts on particular instruments beginning to use the inter-related dimensions of music		Express an opinion on a piece of music and their thoughts on particular instruments using the inter-related dimensions of music to support their response.	Discuss the purpose of a piece of music using appropriate musical vocabulary.

				to support their response.			
		Express how a piece of music made them feel and share a basic reasoning (The music made me feel peaceful because the music was smooth and quiet).		Express how a piece of music made them feel and share reasoning beginning to use the inter-related dimensions of music to support their response.		Express how a piece of music made them feel and share reasoning using the inter-related dimensions of music to support their response.	
		Describe the difference between two pieces of music.		Identify and use musical vocabulary to explain how a piece of music changes.	Identify and use musical vocabulary to explain gradual changes in the music.		
		Listen to music with sustained concentration.	Listen to high-quality live and recorded music and recognise the family the instrument belongs to.	Listen to, discuss and begin to make links between the stylistic features of different genres, styles and traditions using basic musical vocabulary.	Listen to, discuss and compare the stylistic features of different genres, styles and traditions using basic musical vocabulary.	Confidently listen to, discuss and compare the stylistic features of different genres, styles and traditions using musical vocabulary.	Talk about various musical eras and recognise how composers have impacted and influenced each other and the development of new styles and genres throughout history.
		Listen and respond to other performers by sharing what they liked (instruments/how it made them feel/how they performed).	Listen and respond to their own and other performers playing and suggesting improvements to the work.	Listen and respond to their own and other performers playing and suggesting improvements to the work using basic musical vocabulary.	Listen and respond to their own and others' playing, and make appropriate suggestions for improvement.	Begin to use more in depth musical vocabulary to self and peer assess.	Confidently use in depth musical vocabulary to self and peer assess.
			Identify when there is a skip or a step in the melody.				
					Understand and name the inter-related dimensions of music.		
Improvising / Composing							

		Create a 4-beat rhythm using crotchets and quavers.	Create an 8-beat rhythm using crotchets, quavers, minims and crotchet/minim rests.		Compose a piece of music true to the given style, using voice and instruments.	Compose a structured piece of music from a stimulus provided (genre/picture/remix).	Compose a multi-layered piece of music from a given stimulus (lyric/remix)
		Experiment with vocal and body percussion.	Create a simple melody using notes from a pentatonic scale.	Create a simple melody and rhythm using a pentatonic scale	Using augmentation, diminution, inversion and looping to create rhythmic variation.	Using fragmentation (in addition to those learned in Year 4) to create rhythmic variation.	Confidently using all of the skills learned in Years 4 and 5 to create rhythmic variation.
			Understand how their composition fits within the wider structure of the music.		Create a piece of music with a clear structure in a given style (verse-chorus).	Use loops to create a composition that includes a variety of appropriate textures and timbres.	Compose an original song with a melody and accompaniment appropriate to the given genre.
			Use tempo and dynamics appropriately to suit the overall mood of the music.				Use dynamic, textural and rhythmic changes to develop and create interest in a melody.
			Understand and articulate the difference between improvisation and composition.				
				Compose a graphic score to notate their composition	Use formal notation to record part of their composition.	Use technology to record their composition.	Use technology to record their composition.
			Start to make some improvements to their own work based on teacher feedback.	Reflect and suggest improvements to their work.	Reflect and suggest improvements to their work and the work of others.	Reflect, suggest and demonstrate improvements to their work and the work of others.	Reflect, suggest and demonstrate improvements to their work and the work of others.
				Begin to label scores with key vocabulary, rhythms and letter names.		Confidently use musical vocabulary to select and discuss musical choices.	Confidently ask questions and use musical vocabulary to select and discuss their own musical choices and those of others.
Performing							

	Perform songs in a group or as a solo	Speak and rap short songs using expression.	Sing short, simple songs in two parts with expression and use simple dynamics (loud and quiet).	Sing songs in two parts in various styles accurately and an understanding of good vocal technique.	Sing longer songs in two or more parts in various styles accurately, demonstrating an understanding of control, fluency, accuracy, expression and more subtle dynamic changes.		Sing songs in two or more parts securely from memory, with expression, accuracy control and fluency.
		Sing a variety of short songs from memory, keeping in time and knowing the overall shape of the melody.	Sing a variety of short songs from memory, with rhythmic and melodic accuracy.	Sing and play mostly in time as part of a small group with an awareness of their own role.	Sing and play accurately in time as part of a small group showing an awareness of their own and others' roles.		Perform accurately as part of a group keeping in time, listening to and communicating with others, making appropriate adjustments where necessary.
		Feel, play and maintain the pulse with some accuracy.		Accurately feel, play and maintain the pulse.			Perform a solo or as part of a small ensemble with accuracy, control, expression and fluency.
		Listen to and repeat 4-beat rhythmic phrases (using hands or on untuned percussion instruments).	Listen to and repeat back 8-beat rhythmic phrases (with hands or on untuned percussion instruments) and 4-beat melodic phrases on tuned percussion.		Play a melody (notated/by ear/from memory) confidently on tuned instruments accurately, with control and using good instrumental technique.		
		Able to follow a conductor's instructions (tempo, dynamics, articulation) as a class.	Perform with expression, using dynamics and timbre with an understanding of why they are important.				Perform by following the conductor's cues and directions.
			Sing back 4 beat melodic patterns by ear.			Sing back 8-beat melodic patterns by ear.	

			Begin to play short melodic pieces from staff notation and start using the correct musical language to describe note names.	Play short melodic pieces from staff notation and use the correct musical language to describe note names and dynamics)	Begin to identify and play syncopated rhythms.	Perform relatively fluently and accurately using staff notation.	Accurately and fluently perform using staff notation.
The Elements of Music							
Duration		To understand that a rhythm is long and short notes arranged into a pattern.	Understand that the term duration can be applied to the length of a note, a phrase, a section, or a piece of music.	To understand that written notation will tell you the length of the notes.		Know that 'poly-rhythms' means many rhythms played at once.	
		Know the Kodály rhythm system to represent the note durations for crotchets, quavers and crotchet rests.	Know the Kodály rhythm system to represent the note durations to include minims and their rests.	Know the Kodály rhythm system to represent the note durations to include semibreves and their rests.	Know the Kodály rhythm system to represent the note durations to include dotted crotchets.		
			Know that a semibreve is worth 4-beats, a minim is worth 2-beats, a crotchet 1-beat and a quaver 1/2 a beat and the same regarding their rests.	Know that playing 'in-time' means that all the notes durations are played as written and at the correct speed.			
			Understand rests are equally as important as sound in creating music.				
Timbre		Know that different instruments create a different quality of sound when playing the same note.	Understand that the timbre of the instruments can affect the overall mood of a piece of music.	Know that the voice can create a variety of different timbres and be used to create different effects.	Know that grouping instruments in relation to their timbre can create contrasting textures in the music.		Know that we can explore and describe timbre through 'tone colours'.
Tempo	Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.	Know that tempo is the speed of the music.	Know that changing the tempo of the music can give the music a different feel.	Know that when performing together everyone must perform at the same time.		Understand that by changing the dynamics of a piece, the texture is also being affected.	

		Know that the pulse is the 'heartbeat' of the music.					
Dynamics	Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.	Dynamics mean how loud or soft a sound is.	Know that dynamics can be adapted to change the mood of the piece or a sound.	Understand and use gradual changes in dynamics (crescendo and diminuendo)	Know that changing the dynamics within a piece can also change the timbre.	Understand that a melody can be changed by altering its dynamics.	
Pitch	Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.	Know that pitch is how or low high a note sounds.	Know that the larger the instrument the lower the range of pitches and the smaller the instrument the higher the range of pitches.	Know that groups of pitches are called a key and that the key determines the 'mood' of the piece (happy or sad).	Know that a melody can be altered by changing the pitches.	Understand that we can compose in a major key to make a piece sound happy and a minor key to make the piece sound sad or create tension.	Know that transposing a melody makes the whole piece, phrase or section higher or lower in pitch.
		Understand that tuned instruments play more than one pitch.	Understand that a melody is a range of pitches played in sequence to make a tune.			Know that the bass line is the lowest set of notes in a piece of music.	
		Know that we can use the sol-fa to represent pitches.	Know that a pentatonic melody only uses 5 notes.				
Texture		Understand that texture is the word we use to describe the layers in music.	Know that we can describe texture using words like 'thick' and 'thin'.	Understand that a graphic score can show the texture of a piece of music.	Understand that a harmony is two or more notes played at the same time.	Know that a poly-rhythm is lots of rhythms being played at the same time.	Understand the difference between homophony, unison, polyphony and melody and accompaniment.
				Understand that a chord is multiple pitches played at the same time.			
Notation		Know that music can be recorded using pictures (graphic score) or symbols (formal notation).	Understand that 'notation' or a 'score' is a way of sharing music because it has been written down for others to read.	Understand that in formal notation notes are positioned on the line or in a space and each line or space represents a different pitch.	Know that performance directions on a score tell a performer how the music should be played.	Understand that the clef changes the meaning of the stave.	

Structure		Know that a piece of music can have different sections.	Understand that different sections can have a different 'sound' or 'feel'.	Understand that many pieces of music are created using ostinatos or motifs.	Know that a loop is another word for ostinato.	Know that the 'theme' in a piece of music is the main melody and that 'variations' are composed from the main melody.	Understand that a sequence of chords that repeat throughout a song is called a chord progression.
			Know that an ostinato is a 'repeating pattern'.				