



Pye Bank Music Progression of Skills

SKILL	KS1 OBJECTIVES		KS2 OBJECTIVES			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Listen to a piece of music, identifying if it is fast or slow, happy or sad.	Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Begin to recall sounds.	Recognise changes in the music using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow).	Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.	Explain how different musical elements (pitch, tempo, rhythm, melody, and dynamics) have been used to create mood and effects.	Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.
Composing	Make sounds in different ways, including hitting, blowing and shaking.	Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.	Use standard and invented symbols to represent sounds.	Shape composition, considering dynamics, timbre and tempo.	Improvise and notate musical phrases to develop compositions.	Compose a piece of music based on a theme (e.g. a film or a special event)
Vocabulary	Talk about the songs/ pieces of music which they enjoy.	Describe basic elements of a piece of music (e.g. pace, volume, emotion).	Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece.	Describe and compare and evaluate different kinds of music, using appropriate musical vocabulary.	Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.	Describe how music can be used to create expressive effects and convey emotion.
Perform	Perform with	Use own voice	Perform own	Perform	Maintain own	Take the lead in

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	awareness of others (e.g. take turns in a performance and sing/ play with peers)	in different ways, including speaking, singing and chanting for different effects.	part with increased control or accuracy when singing or playing both tuned and untuned instruments.	significant parts from memory and from notation, either on a musical instrument or vocally.	part in a performance with confidence, accuracy and an awareness of what others are playing.	performances and provide suggestions to others.
Singing	Sing with a sense of shape and melody.	Use own voice in different ways, including a loud or soft voice, and sing simple repeated phrases.	Sing songs confidently both solo and in groups.	Maintain a simple part within an ensemble.	Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).	Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.
Pulse and Rhythm	Copy a simple rhythm by clapping or using percussion.	Identify the difference between rhythm and pulse.	Create and repeat extended rhythmic patterns, vocally or by using clapping.	Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.	Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals).	Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals).
Notation	Begin to represent	Follow a simple piece of written	Use written symbols both	Follow a basic melody line,	Perform from simple notation	Use/understand staff and use

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	sounds with drawings	rhythmic notation.	standard and invented to represent sounds.	using standard notation.	on tuned/ untuned instruments.	unconventional notation when composing.
Appreciation and Understanding	Start what they like or dislike about a piece of music.	Explain what they like or dislike about a piece of music and why.	Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history.	Appreciate and listen to music drawn from different traditions, cultures and composers.	Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history.	Listen to and comment on the work of musicians and composers indicating own preferences. Explain the influence of historical events on music.