



***Kingsway Primary School***

***Music Progression Framework***

# Performing

N.C. Outcome		Year	Knowledge and skills
Upper KS2	KS2: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Listen with attention to detail and recall sounds with increasing aural memory (performer focus)	6	<p>Perform with confidence and communicate the essence of the music to an audience:</p> <p>Sing songs and play pieces from a variety of different countries and traditions:</p> <ul style="list-style-type: none"> <li>- with accuracy of notes, rhythms and tuning</li> <li>- with expression and a sense of shape and direction</li> <li>- holding harmony parts and independent parts</li> </ul> <p>- Adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions</p> <p>- Show awareness of blending and balancing with other performers</p> <p>- Hold own part in an instrumental ensemble</p> <p>- Perform pieces from musical notation and from memory</p> <p>- Follow hand signals from a conductor, responding with accurate timing, entries and with expression</p>
		5	<p>Perform with accuracy, fluency, control and expression:</p> <p>Sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction</p> <ul style="list-style-type: none"> <li>- Play or sing a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style</li> <li>- Hold a part in an instrumental ensemble and/or a 2-part song when others are performing different parts</li> <li>- Identify how to improve own performing</li> <li>- Follow a conductor to achieve accurate starts, endings</li> </ul> <p>Memorise, clap, sing and play back straightforward and syncopated rhythms and melodies, using 2 or more adjacent notes</p>
Lower KS2		4	<p>Sing:</p> <ul style="list-style-type: none"> <li>- with awareness of breathing in order to support the voice in longer phrases</li> <li>- with an increasing awareness of tone of voice and the shape of melody</li> <li>- with musical expression</li> </ul>

		<ul style="list-style-type: none"> <li>- two-/three-part rounds with confidence and increasing pitch accuracy</li> <li>- confidently as part of a small group or solo being aware of posture and good diction</li> </ul> <p>Play an orchestral/band instrument as part of the class,</p> <ul style="list-style-type: none"> <li>- Control basic instrumental technique (eg tonguing/bowing)</li> </ul> <p>Pitch a range of notes accurately (eg open strings to 1st/2nd finger on violin, or 5-6 notes on brass/wind etc)</p> <p>Develop the skills to play in time with a backing created through music ICT</p> <ul style="list-style-type: none"> <li>- Perform with confidence to an audience</li> <li>- Follow a conductor to understand the structure of a piece and make accurate entries and endings</li> <li>- Play music in a range of styles, from different cultures, countries and times</li> <li>- Play with expression at a simple level</li> </ul>
	3	<p>Singing</p> <ul style="list-style-type: none"> <li>- Sing songs from different times and place with confidence, with several from memory</li> <li>- Control pitch and tuning accurately within an octave</li> <li>- Sing with awareness of: <ul style="list-style-type: none"> <li>- the shape of a melody</li> <li>- phrases in a song</li> <li>- the character and style of the song</li> </ul> </li> <li>- Copy back phrases of a song with accuracy of rhythm and pitch</li> <li>- Play an instrument in a class group</li> <li>- Play running, walk, stride and sleep rhythms against a steady beat at different tempi</li> <li>- Play melodies and/or rhythm patterns in time with a beat</li> <li>- Count bars' rests to know when to come in</li> <li>- Demonstrate control of simple instrumental technique eg, breathing, tonguing, hand positions on recorder; different hand strokes on drums</li> <li>- Control playing at different dynamic levels (eg loud, soft)</li> <li>- Listen carefully and copy back rhythms and melodies</li> <li>- Copy back rhythms accurately</li> </ul> <p>- Sing a round in two parts</p> <p>Instruments (eg djembes, recorders, glockenspiels, untuned percussion)</p> <ul style="list-style-type: none"> <li>- Play an instrument in a class group</li> <li>- Play running, walk, stride and sleep rhythms against a steady beat at different tempi</li> <li>- Play melodies and/or rhythm patterns in time with a beat</li> <li>- Count bars' rests to know when to come in</li> <li>- Demonstrate control of simple instrumental technique eg, breathing, tonguing, hand positions on recorder; different hand strokes on drums</li> </ul>

			<ul style="list-style-type: none"> <li>- Control playing at different dynamic levels (eg loud, soft)</li> <li>- Listen carefully and copy back rhythms and melodies</li> <li>- Copy back rhythms accurately</li> <li>- Copy back melodies which use two different pitches</li> </ul>
KS1	KS1: Use voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically	2	<p>Sing a range of songs and perform to an audience:</p> <ul style="list-style-type: none"> <li>- with accuracy of pitch (over a narrow range and short phrases)</li> <li>- with clear words appropriate to age and ability</li> <li>- with understanding of when to breathe</li> <li>- with control over dynamics and tempo</li> <li>- with coordinated actions</li> </ul> <p>Classroom Instruments</p> <ul style="list-style-type: none"> <li>- Play with control – getting louder/quieter; faster/slower; keeping a steady beat at different tempi</li> <li>- Perform in a smaller group to the rest of the class</li> <li>- Copy back a rhythm pattern on one note on tuned percussion; identify which pitch (out of a choice of two)</li> </ul> <p>Use tuned instruments to perform a two-note repeated pattern to accompany a song</p> <ul style="list-style-type: none"> <li>- Follow hand signals from a leader for pitch getting higher and lower or staying the same</li> <li>- Perform from a simple pictorial/graphic score, interpreting visual repres</li> </ul>
		1	<p>Singing</p> <ul style="list-style-type: none"> <li>- Sing and chant together in time, keeping a steady pulse</li> <li>- Sing songs: with some control of tuning, breathing, clarity of words conveying different moods (happy, sad, angry)</li> </ul> <p>Classroom Instruments</p> <ul style="list-style-type: none"> <li>- Explore the different sounds that can be produced from a range of instruments</li> <li>- Control playing to produce the longest, shortest, quietest, loudest sound</li> <li>- Follow hand signals for start/stop and quieter/louder</li> <li>- Play in time to a steady beat</li> <li>- Play a repeated pattern or drone to accompany a song</li> <li>- Copy back a rhythm pattern</li> </ul>
		EYFS	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <ul style="list-style-type: none"> <li>-Play pitch-matching games, humming or singing short phrases for children to copy.</li> <li>-Use songs with and without words – children may pitch match more easily with sounds like 'ba'.</li> <li>-Sing call-and-response songs, so that children can echo phrases of songs you sing.</li> </ul>

			-Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song
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## Creating

N.C. Outcome		Year	Knowledge and skills
Upper KS2	KS2: Improvise and compose music for a range of purposes using the inter-related dimensions of music	6	<p>Compose and record an original piece (individually, or in a small group) that:</p> <ul style="list-style-type: none"> <li>- is suitable for a particular purpose</li> <li>- uses voices, instruments, music technology (or a combination) inventively</li> <li>- that shows creativity in musical thinking and a sense of character</li> <li>- is well structured, with a good balance of repetition and contrast</li> <li>- uses a variety of different textures and timbres</li> </ul> <p>Analyse the effectiveness of an initial recording, using musical language to suggest ways of refining the piece for a final version</p>
		5	<p>Use instruments, voice and/or music technology to compose and record a group or class piece that:</p> <ul style="list-style-type: none"> <li>- is based on an initial stimulus from an existing piece of music and composing technique</li> <li>- arranges and combines musical ideas into a carefully planned musical structure</li> <li>- uses a variety of different textures and timbres</li> </ul> <ul style="list-style-type: none"> <li>- Suggest ways to refine the piece and help it communicate more effectively to an audience</li> <li>- Create a visual plan of the piece, combining accurate visual/graphic notation, with elements of traditional staff music notation where rhythms are simple</li> <li>- Improvise a more extended solo, eg over a blues chord pattern, using a limited range of notes</li> </ul>
Lower KS2		4	<p>Compose, rehearse and record a group piece that:</p> <ul style="list-style-type: none"> <li>- is for a particular purpose (eg Creative Challenge)</li> <li>- uses a composing technique identified from an existing piece by a great composer or musician</li> <li>- creates melodic or other ideas played on orchestral/band instruments or music ICT and makes effective use of the musical resources/skills of the class</li> <li>- has different sections within a planned musical structure</li> </ul>

			- Improvise solo simple rhythmic or melodic ideas, using an orchestral/band instrument in a 1 or 2 bar gap that fit with the style of a groove, beat or backing track
		3	<p>Make musical choices for a purpose:</p> <p>Using tuned and untuned instruments or music ICT, create musical ideas to accompany a story that has been chosen to:</p> <ul style="list-style-type: none"> <li>- suggest a musical structure</li> <li>- involve manipulating pitch, duration, dynamics or different timbres (or another of the inter-related dimensions of music)</li> </ul> <p>Make own picture score to represent and later recreate a composition</p> <p>Make us a song or chant over a repeated rhythm pattern (ostinato) on instruments or body percussion</p> <p>Use percussion instruments, drums or clapping, to improvise a 4-8 beat solo (eg drum circle or against a backing track)</p>
KS1	KS1: Experiment with, create, select and combine sounds using the inter-related dimensions of music	2	<p>With guidance, start to order sounds:</p> <ul style="list-style-type: none"> <li>- create and combine sounds to illustrate different pictures (famous paintings?)</li> <li>- create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story</li> <li>- replace a line in a familiar song, or fill in a gap in an existing piece</li> <li>-</li> <li>- create a basic music map (graphic/pictorial notation) to show which instruments play when in their composition.</li> </ul>
		1	<p>Experiment with sound:</p> <p>Different types of sound through voice, body percussion, music ICT, classroom instruments (wood/metal) – timbre</p> <ul style="list-style-type: none"> <li>- Long and short sounds – duration</li> <li>- Slow and fast sounds -tempo</li> <li>- Quiet and loud sounds – dynamics</li> <li>- Low and high sounds – pitch</li> <li>- Repeated rhythm patterns</li> </ul> <p>Choose sounds to represent different thoughts, feelings and moods</p>
		EYFS	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <ul style="list-style-type: none"> <li>-Play pitch-matching games, humming or singing short phrases for children to copy.</li> <li>-Use songs with and without words – children may pitch match more easily with sounds like 'ba'.</li> <li>-Sing call-and-response songs, so that children can echo phrases of songs</li> </ul>

		<p>you sing.</p> <ul style="list-style-type: none"> <li>- Introduce new songs gradually and repeat them regularly.</li> </ul> <p>Sing slowly, so that children can listen to the words and the melody of the song</p>
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## Listening and Notation

N.C. Outcome		Year	Knowledge and skills
Upper KS2	<p>KS2: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; listen with attention to detail and recall sounds with increasing aural memory (listener focus); develop an understanding of the history of music</p> <p>Use and understand staff and other musical notations</p>	6	<p>Use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions</p> <p>Select a piece of music that they identify with and listen attentively to identify unique musical features to justify why it is special</p> <p>Work out how to play simple musical phrases from notation</p> <p>Memorise simple musical phrases by ear, and work out how to play them on an instrument</p> <p>Be able to follow simple sheet music for a song or instrumental piece, understanding the link between sound and symbols for:</p> <ul style="list-style-type: none"> <li>- Time signatures</li> <li>- Clefs (different clefs for different instruments - treble, bass, alto)</li> <li>- Rests for whole bars and multiple bars</li> <li>- Rehearsal marks (Figure 1, 2 etc)</li> <li>- Dynamic markings (pp,p,mp,mf,f,ff)</li> <li>- Expression marks (staccato/legato)</li> </ul>
		5	<p>Show a basic understanding of the history of western classical music by:</p> <p>Distinguishing, through attentive listening to detail, between music from</p> <ul style="list-style-type: none"> <li>- 17th/18th century</li> <li>- 19th century</li> <li>- 20th/21st century</li> </ul> <p>Identifying how developments in musical instrument design and technology have influenced how composers create music</p> <p>Recognise types of ensembles from different countries and traditions, identifying instruments combinations and key features that give them their unique sound</p>

		<p>eg String quartet, orchestra, wind band, brass band, jazz band, bhangra band, samba band, mariachi band</p> <p>Understand 5-line stave as way of representing pitch:  - Link sound with symbol for rises and falls of pitch with note position on the stave, working up and down from one chosen home note</p>
Lower KS2	4	<p>Identify, across a range of music:</p> <ul style="list-style-type: none"> <li>- the time, place and cultural tradition the music comes from</li> <li>- some key musical features of that time period or tradition (eg instruments used, style of performing, use of notation)</li> </ul> <p>Identify visually and aurally the instruments in an orchestra, and those played by children in schools across the city</p> <p>Understand the role of a conductor, and be able to conduct in time with the beat, using standard conducting patterns</p> <p>Listen attentively to live or recorded music, using aural memory to identify details eg when a memorised musical idea comes back; how often a notated rhythm pattern appears; which instruments play a specific feature; the number of bars before something changes</p> <p>Link sound with symbol using standard staff rhythmic notation for four, two, one and half beat notes, and 1 beat rest</p> <p>Play or clap simple rhythms from staff notation and identify which rhythm from a choice is being played</p>
	3	<p>Recognise common instruments in recorded music, and identify them as belonging to a specific family eg violin (strings); drum kit (percussion); guitar (plucked strings); flute (woodwind); trumpet (brass); piano (keyboard)</p> <p>Listen attentively to music from different times, places and traditions, using simple musical vocabulary to describe some of the detail heard</p> <p>Show, through movement or simple conducting gestures, that they can hear the difference between music with 2 beats in a bar and 3 beats in a bar, and feel where the strong first beat comes</p> <p>Memorise musical ideas (eg a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece of recorded music</p> <p>Show awareness of the meaning of key musical concepts, and be able to relate these to specific examples in singing, playing, creating and listening work (see box on left):</p> <ul style="list-style-type: none"> <li>- Pitch</li> <li>- Duration</li> <li>- Rests</li> </ul>

			<ul style="list-style-type: none"> <li>- Beats in a bar</li> <li>- Dynamics</li> </ul> <p>Represent and identify changes in pitch, dynamics and duration using invented pictorial /graphic notation</p>
<b>KS1</b>	KS1: Listen with concentration and understanding to a range of high-quality live and recorded music	2	<p>Pick out and clap along with the pulse in music from different styles:</p> <p>Identify and name a range of instruments that create sound by hitting, bowing, plucking, blowing or digital means</p> <p>Listen with concentration to recorded or live music, recognising when musical ideas are repeated</p> <p>Identify when there are changes in tempo, dynamics and pitch</p> <p>Distinguish aurally between pieces of music from different times, places and traditions</p> <p>Invent pictorial notation to represent different sounds and instruments</p>
		1	<p>Listen to a piece of music and move or clap in time to the pulse</p> <ul style="list-style-type: none"> <li>- Begin to identify the difference between pulse and rhythm</li> <li>- Begin to identify differences in tempo (slow, fast) dynamics (loud, quiet) and pitch (high/lows sounds)</li> <li>- Listen for signals for stop and start</li> </ul> <p>Respond to the mood and character of music through movement/dance/art</p> <ul style="list-style-type: none"> <li>- Show awareness when the mood or character of a piece changes</li> <li>- Say how a range of music makes them feel</li> </ul>
		EYFS	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>- Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.</li> <li>- Invite musicians in to play music to children and talk about it.</li> <li>- Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</li> </ul>