KPS – Music Progression of Skills

	Yr 1/2	Yr 3/4	Yr 5/6
Musicianship: understanding Music	Using body percussion, instruments and voices In the key centres of: C major, F major, G major, A minor Find and keep a steady beat Copy back simple rhythmic patterns using long and short Copy back simple melodic patterns using high and low	Using body percussion, instruments and voices In the key centres of: C major, F major, G major, A minor In the time signatures of: 2/4, 3/4, 4/4 Find and keep a steady beat Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC	Using body percussion, instruments and voices In the key centres of: C major, F major, G major, D major, A minor, D minor In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8 Find and keep a steady beat Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB♭CDE, GABCDEF♯, DEF♯GABC♯, ABCDEFG

Move and dance with the music confidently Talk about how the song makes you feel Find different steady beats	Share your thoughts and feelings about the music together Find the beat or groove of the music	Talk about feelings created by the song Justify a personal opinion with reference to musical concepts
Recognise some band and orchestral instruments	Invent different actions to move in time with the music	Identify 2/4, 4/4, 3/4, 6/8 and 5/4
Describe tempo as fast or slow	Talk about what the song means	Identify the musical style of a song using some
Describe dynamics as loud and quiet	Identify some instruments you can hear playing	musical vocabulary to discuss its musical concepts
Join in sections of the song eg.	Identify if it's a male or female voice	Identify the following instruments by ear and through
Chorus, call and response	Talk about the style of the songs	a range of media: bass, electric guitar, percussion,
Start to talk about the style of a song	Talk about the words of a song	sections of the orchestra such as brass, woodwind
Start to talk about where music might fit into the	Think about why the song was written	and strings, steel pans, congas, pianos, synthesizers
world	Find and demonstrate the steady beat	and vocal techniques such as cackles
Begin to understand about different styles of music	Identify 2/4, 3/4, and 4/4 metre	Discuss the structure of the music with reference to
, ,	Identify the tempo as fast, slow, or steady	verse, chorus, bridge, call and response, and an
	Recognise the style of music you are listening to	instrumental break
	Discuss the structures of songs	Explain a bridge passage and its position in a song
	Identify:	Recall by ear memorable phrases heard in the music
	Call and response	Identify major and minor tonality, triads I, IV and V,
	A solo vocal or instrumental line and the rest of the	and intervals within a major scale
	ensemble	Explain rapping
	A change in texture	Recognise the following styles and any key musical
	Articulation on certain words	features that distinguish the style: Folk, Pop,
	Programme music	Gospel, Klezmer, Sea Shanty, Funk and Musicals
	Explain what a main theme is and identify when it is	Explain the role of a main theme in musical
	repeated	structure
	Know and understand what a musical introduction	Know and understand what a musical
	is and its purpose Recall by ear memorable phrases heard in the	introduction and outro is and its purpose
	music	Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella
	Identify major and minor tonality	
	Recognise the sound and notes of the pentatonic	groups
	scale by ear and from notation	
	Describe legato and staccato	
	Recognise the following styles and any important	
	musical features that distinguish the style: Disco,	
	Funk, Hip	
	Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop,	
	Rock, Sea Shanty, Salsa, Reggae	

Listening

Sing as part of a choir Demonstrate good singing posture Sing songs from memory and/or from notation Sing songs from memory and/or from notation Sing to communicate the meaning of the words Sing in unison and sometimes in parts Understand and follow the leader or conductor Add actions to a song Move confidently to a steady beat Talk about feelings created by the music/song Recognise some band and orchestral instrumentsSing unit songs from memory and/or from notation Sing with attention to clear diction Sing in unison Understand and follow the leader or conductor Copy back simple melodic phrases using the voice Rehearse and learn songs from memory and/or with notation.Sing an unison and as part of a smaller group Sing in unison and as part of a smaller group Sing in unison and as part of a cloir with attention to the meaning of the wordsDescribe tempo as fast or slow Join in sections of the song eg. chorus Begin to talk about and understand the style of the musicSing as part of a choir with awareness of size: the Demonstrate yowel, blended sounds, and consonantsSing in 2/4, 3/4, 4/4 Sing as part of a choir with awareness of size: the Demonstrate yowel, blended sounds, and consonantsTalk about how it connects in the word Respond to a leader or conductor Respond to a leader			
Sing songs from memory and/or from notation Sing to communicate the meaning of the wordsSing with attention to clear diction Sing expressively, with attention to the meaning of the wordsSing a second part in a song Sing expressively, with attention to the meaning of the Sing expressively, with attention to the meaning of the wordsSing a second part in a song Sing expressively, with attention to the meaning of the Sing expressively, with attention to breathing and phrasingAdd actions to a song Move confidently to a steady beat Talk about feelings created by the music/song Recognise some band and orchestral instrumentsSing a vart of a choir with awareness of size: the larger, the thicker and richer the musical texture Demonstrate good singing posture Demonstrate good singing posture Demonstrate good singing opsture Demonstrate good singing opsture Demonstrate good singing opsture Demonstrate good singing posture Sing expressively, with attention to staccato and legato Talk about the different styles of song Talk about the different styles of singing used for different styles of singing used for different styles of song Talk about thout an a ccompaniment Sing expressively, with attention to staccato and legato Talk about the different styles of singing used for different styles of song Talk about the different styles of singing Lead a singing rehearsal Demonstrate and maintain good posture and breath control whilts singing Lead a singing rehearsal Demonstrate and songs, and how the songs and their styles connect to the worldSing avert in a song Sing expressively, with attention to the meaning of the sing expressively, with attention to the song sing expressively, with attention to the worldSing in 214, 414, 34, 45, 44Sing in 214, 414, 34, 45, 44 and	Sing as part of a choir		
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		Talk about how the songs and their styles connect	the music and songs, and how the songs and
connected to the world		to the world	styles are
			connected to the world

Singing

	Explore ways of representing high and low sounds, long and short sounds, symbols, and any	Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means	Explore ways of representing high and low sounds, long and short sounds, symbols, and any
	appropriate means of notation.	of notation	appropriate means of notation.
	Standard notation using crotchets, quavers, minims	Standard notation using dotted crotchets, crotchets,	Standard notation using dotted crotchets, crotchets,
	and semibreves, and simple combinations of:	semiquavers, quavers and minims, and simple	semiquavers, quavers and minims, and
	CDEFGAB	combinations	simple combinations of:
	G A B D E F♯	of:	CDEFGAB
	FGAB♭CDE	CDEFGAB	FGAB _b CDE
	Identify hand signals as notation and recognise	F G A Bb C	GABCDEF♯
	music notation on a stave of five lines	G A B C D E F♯	Ab Bb C Db Eb F G
		D E F♯ G A B C	G G♯ A B♭ C
		Reading and responding to minims, crotchets, and	DEFGABC
		quavers	Identifying:
		Identifying:	Stave
		Stave	Treble clef
		Treble clef	Time signature
		Time signature	Reading and responding to minims, crotchets,
			quavers, dotted quavers, and semiquavers
			Recognising how notes are grouped when notated
			Identifying the stave and symbols on the stave such
			as the treble clef, the name of the notes on
			lines and in spaces, bar lines, a flat sign and a sharp
			sign
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tat			
Notation			
	Rehearse and learn to play a simple melodic	Rehearse and learn to play a simple melodic	Rehearse and learn to play a simple melodic
ŝ	instrumental part by ear or from notation in C	instrumental part by ear or from notation in C major, F	instrumental part by ear or from notation in C major,
nts	major, F	major, G	F major, G major, Ab major, D minor
Je	major and G major	major, D major, E major	Rehearse and learn to play one of four
μ			differentiated instrumental parts in the tonal
itri			centres of C major, F
instruments			major, G major, D major, E major, A major, E♭
 D			major, D minor, F minor by ear or from notation
Playing i			
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Creating: Improvising Creating: Improvising	provisation within a major scale s C D E, C G A, G A B and F G A	notes C D E, C D E G A, C D E F G, D E F♯ A B, D E F G A	E x p I o r e improvisation within a major scale using the notes C D E \triangleright F G, C D E F G, C D E G A, F G A B \triangleright C, D E F G A
C r e a t e a sin minims: C D C D E C D E F C D E F G Start and endir G A G A B G A B D G A B D E Start and endi G) F G F G A F G A F G A C F G A C D	nple melody using crotchets and ng on the note C (C major) ing on the note G (Pentatonic on ng on the note F (Pentatonic on F)	C D C D E C D E G C D E G C D E G A Start and ending on the note C (Pentatonic on C) C D C D E C D E F C D E F C D E F G Start and ending on the note C (C major) D E D E F D E F G D E F G D E F G A Start and ending on the note D (D minor) G A G A B G A B D	C r e a t e a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor) F G F G A C F G A C F G A C F G A C F G A b Start and ending on the note F (Pentatonic on F) F G F G A b F G A b B b C Start and ending on the note F (F minor)

Enjoy and have fun performing	Practise, rehearse and share a song that has been	Create, rehearse and present a holistic performance
Choose a song/songs to perform to a well-known	learned in the lesson, from memory, or with	for a specific purpose, for a friendly but
audience	notation and with confidence	unknown audience
Prepare a song to perform	Include any actions, instrumental parts/improvisatory	Perform from memory or with notation, with
Communicate the meaning of the song	ideas/composed passages within the rehearsal	confidence and accuracy
Add actions to the song	and in the performance	Include instrumental parts/improvisatory
Play some simple instrumental parts	Talk about what the song means and why it was chosen	sections/composed passages within the rehearsal
Practise, rehearse and share a song that has	to share	and
been learned in the lesson, from memory or	Reflect on feelings about sharing and performing eg.	performance
with	excitement, nerves, enjoyment	Explain why the song was chosen, including its
notation and with confidence	Rehearse and enjoy the opportunity to share what	composer and the historical and the cultural
Decide on any actions, instrumental	has been learned in the lessons	context of the song
parts/improvisatory ideas/composed passages	Perform, with confidence, a song from memory or	A student leads part of the rehearsal and part of the
to be practised	using notation	performance
and included in the performance	Include instrumental parts/improvisatory	Record the performance and compare it to a
Talk about what the song means and why it was	sections/composed passages within the rehearsal	previous performance. Explain how well the
chosen to share	and performance	performance communicated the mood of each piece
Talk about the difference between rehearsing a	Explain why the song was chosen, including its	Discuss and talk musically about the strengths and
song and performing it	composer and the historical and the cultural context	weaknesses of a performance
	of the song	Collect feedback from the audience and reflect how
	Communicate the meaning of the words and	future performances might be different
	articulate them clearly	Create, rehearse and present a holistic
	Use the structure of the song to communicate its	performance for a specific event, for an unknown
	mood and meaning in the performance	audience
	Talk about what the rehearsal and performance has	Create, rehearse, and present a holistic
	taught the student	performance with detailed understanding of the
	Understand how the individual fits within the larger	musical, cultural
	group ensemble	and historical contexts
	Reflect on the performance and how well it suited	Perform from memory or with notation
	the occasion	Understand the value of choreographing any
	Discuss and respond to any feedback, consider	aspect of a performance
	how future performances might be different	A student or a group of students rehearse and
		lead parts of the performance
		Understand the importance of the performing
		space and how to use it
		Record the performance and compare it to a
		previous performance
		Collect feedback from the audience and reflect
		how the audience believed in the performance
		Discuss how the performance might change if it
		was repeated in a larger/smaller performance
		space