



Mabe School
Music Progressive Skills Grid

<u>Focus</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Performing	<p><u>Vocal</u> Pupils sing simple songs from memory.</p> <p><u>Instrumental</u> Pupils begin to use correct technique for a range of percussion instruments.</p> <p>Pupils keep a steady beat and copy simple rhythm patterns.</p>	<p><u>Vocal</u> Pupils sing songs, rounds and chants and use simple vocal patterns as accompaniments.</p> <p><u>Instrumental</u> Pupils use correct technique for a range of percussion instruments.</p> <p>Pupils choose and play patterns with increasing confidence.</p>	<p><u>Vocal</u> Pupils sing rounds and partner songs, maintaining own part.</p> <p><u>Instrumental</u> Pupils use correct technique for a range of percussion instruments, keyboards, plus own instruments if applicable.</p> <p>Pupils copy and match simple patterns.</p> <p>Pupils keep to a steady beat.</p> <p>Pupils maintain an independent part within a group.</p>	<p><u>Vocal</u> Pupils sing rounds and partner songs, maintaining own part.</p> <p><u>Instrumental</u> Pupils maintain rhythmic and melodic ostinato.</p> <p>Pupils maintain an independent part within a group, using controlled playing techniques.</p>	<p><u>Vocal</u> Pupils sing simple part songs with control and an awareness of phrasing.</p> <p><u>Instrumental</u> Pupils play simple parts with accuracy.</p> <p>Pupils accurately maintain an independent part within a group, using controlled playing techniques.</p>	<p><u>Vocal</u> Pupils confidently sing part songs with control, expression and an awareness of phrasing.</p> <p><u>Instrumental</u> Pupils play simple parts with accuracy and awareness of pitch, dynamics and balance.</p> <p>Pupils accurately maintain an independent part within a group, using controlled playing techniques with awareness of the occasion and purpose.</p>
Improvising and Composing	<p>Pupils choose, create and order sounds for different purposes.</p> <p>Pupils choose, create and remember higher and lower sound patterns and simple rhythmic patterns.</p> <p>Pupils invent symbols to represent sounds.</p>	<p>Pupils choose, create and order sounds for different purposes.</p> <p>Pupils choose, create and remember higher and lower sound patterns and simple rhythmic patterns.</p> <p>Pupils invent symbols to represent sounds.</p>	<p>Pupils choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.</p> <p>Within a group, Pupils create and play layered music with an</p>	<p>Pupils improvise and compose within known structures featuring musical changes.</p> <p>Pupils improvise and compose with an awareness of context and purpose.</p> <p>Pupils recognise and use simple rhythms and</p>	<p>Pupils improvise and compose including the use of simple chord structures.</p> <p>Pupils improvise, compose and refine with an awareness of context and purpose.</p> <p>Pupils represent sounds with detailed symbols.</p>	<p>Pupils improvise and compose including the use of scales, complex rhythm patterns and chord structures.</p> <p>Within a group, Pupils create and play with an awareness of balance.</p> <p>Pupils represent sounds with detailed symbols</p>



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			<p>awareness of how the layers fit together.</p> <p>Pupils represent sounds with symbols.</p> <p>Pupils begin to recognise and use different rhythms and that positioning represents pitch.</p>	<p>a limited number of pitches.</p>	<p>Pupils recognise and use simple rhythms, rests and a limited number of pitches.</p>	<p>including understanding the use of the treble clef.</p> <p>Pupils recognise and use simple rhythms, rests and an increased number of pitches including understanding time signatures.</p>
<p>Listening and Understanding</p>	<p>Respond to changes in character through movement, words or pictures.</p> <p>Talk about music heard with appropriate vocabulary, giving opinions. Pitch</p>	<p>Respond to changes in mood through movement, words or pictures.</p> <p>Give opinions, justifying musical ideas with appropriate vocabulary.</p>	<p>Develop an awareness of the music's context and purpose.</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. starts quiet and gets gradually louder).</p> <p>Identify instruments heard and how they are played.</p>	<p>Listen to music with layered parts, noticing how the layers fit together.</p> <p>Develop an awareness of the music's context, purpose and the composer's intent.</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. rhythmic ostinato on the drum).</p> <p>Give opinions, using appropriate musical vocabulary to justify these.</p>	<p>Listen to music with a variety of textures, noticing different types of harmony.</p> <p>Compare and contrast different music, with an awareness of the music's context, purpose and the composer's intent.</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. major or minor chords used).</p> <p>Identify different ensemble combinations, instruments heard and their role within the ensemble (e.g. ostinato; melody).</p>	<p>Listen to music with a range of different metres.</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. chromatic scales used in the melody).</p> <p>Give opinions, using appropriate and extended vocabulary to justify these.</p>



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Dimensions					Pitch	
	<p>Pupils will:</p> <p>Pitch: recognise and respond to high and low sounds.</p> <p>Duration: recognise and respond to steady beats and patterns of long and short sounds.</p> <p>Dynamics: Understand loud, quiet and silence.</p> <p>Tempo: Understand fast and slow.</p> <p>Timbre: Identify families of school percussion instruments and their properties by sound.</p> <p>Texture: Recognise and respond to one sound and to many sounds.</p> <p>Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition.</p>	<p>Pupils will:</p> <p>Pitch: recognise and respond to higher and lower sounds and general shapes of melodies; begin to recognise steps, leaps and repeated notes.</p> <p>Duration: recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat.</p> <p>Dynamics: Understand getting louder and quieter.</p> <p>Tempo: Understand getting faster and slower.</p> <p>Timbre: Identify a range of percussion and non-percussion instruments by name and the way they are played.</p> <p>Texture: Recognise and respond to different layers in music.</p> <p>Structure: Understand and identify repetition and contrast.</p>	<p>Pupils will:</p> <p>Pitch: identify steps, leaps and repeated notes in melodies.</p> <p>Duration: begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</p> <p>Dynamics: Understand getting louder and quieter in finer graduations.</p> <p>Tempo: Understand getting faster and slower in finer graduations.</p> <p>Timbre: Identify a range of percussion and non-percussion instruments by name and the way they are played.</p> <p>Texture: Recognise different combinations of layers in music.</p> <p>Structure: Develop understanding of repetition (e.g. ostinato) and contrast (e.g. verse/chorus) structures.</p>	<p>Pupils will:</p> <p>Pitch: identify melodic shape and different scale patterns (pentatonic, major and minor).</p> <p>Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</p> <p>Dynamics: Identify getting louder and quieter.</p> <p>Tempo: Understand getting faster and slower in finer graduations.</p> <p>Timbre: Identify a wide range of non-percussion instruments by name and the way they are played.</p> <p>Texture: Identify solo, unison, drone, layers and simple harmony (e.g. drone; melodic ostinati).</p> <p>Structure: Develop understanding of conventional musical structures (e.g. rondo, theme and variations, drone/ostinato).</p>	<p>Pupils will:</p> <p>Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic).</p> <p>Duration: understand more complex rhythms and metres, e.g. counting in 6 or 8.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations (e.g. samba band, orchestra, choir).</p> <p>Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment).</p> <p>Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations,</p>	<p>Pupils will:</p> <p>Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic, modes, raga).</p> <p>Duration: understand more complex rhythms and metres, e.g. counting in 6, 8, 5 or 7.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations (e.g. jazz band, orchestra, choir, blues group).</p> <p>Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), and how they can be used for effect.</p> <p>Structure: Understand a</p>



Mabe School
Music Progressive Skills Grid

					drone/ostinato, leitmotifs).	wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs, 12 bar blues.
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