

Music Performing Skills Ladder

	Listening	Performing	Composing
Year 1/2	<p>Listen with concentration and understanding to a range of high quality live and recorded music:</p> <ul style="list-style-type: none"> - Listen to short excerpts of music from a variety of styles, genres and traditions - Identify a variety of instruments that can be heard and describe sounds - Identify the pulse in different pieces of music (reinforce with dance and movement) - Tap knees in time with 'steady beat' music - Listen to different sounds in the environment - Recall short sequences / patterns of sounds - Sing a familiar song, identify then tap the rhythm of the words - Sing back melodic phrases from known songs - Listen to pieces of music that describe e.g. The Sea/ Fireworks etc - Describe different images created by music - Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects... - Listen to a selection of music that has long (often slow) and short (often fast) sounds - Recognise long and short sounds and make longer and shorter sounds with their voices and movement - Recall and perform rhythmic patterns to a steady pulse - Use instruments to copy back 4-beat rhythm patterns - Play 'High-middle-low' (including voices and movement) - Illustrate stories or nursery rhymes with instruments and features above - Sing back melodic phrases from known songs - Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response 	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes:</p> <ul style="list-style-type: none"> - create sound effects - chant and clap in time with a steady pulse - match voices to different pitches - follow the shape of a melody with hand gestures - sing songs whilst maintaining a steady pulse - sing the same song in different ways using the musical elements - sing increasingly in tune within a limited pitch - recognise phrase lengths <p>Play tuned and un-tuned instruments musically:</p> <ul style="list-style-type: none"> - describe and name a variety of instruments - play instruments and body percussion in different ways - split into groups with some pupils playing a steady beat and others performing simple patterns - mark the pulse of a piece of music - transfer rhythms of songs onto instruments - control sounds and follow a conductor for dynamics, tempo, pitch and duration - perform phrases from graphic notation 	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music:</p> <ul style="list-style-type: none"> - Explore different sounds using body percussion - Make various sound effects to describe themes/words - Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas - Make short sequence of sounds using symbols. - Create and choose sounds in response to stimulus. - Suggest instruments that make sounds like those described by the selected words and create sound pictures - Order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support - Create a sound story - Identify how sounds can be changed e.g. grip triangle - Identify the pulse and explore getting faster and slower - Experiment with different timbres (sound qualities) - Explore the concepts: loud/quiet, high/low, fast/slow - Explore the effect of silence - Experiment and change sounds. - Experiment to improve the intended effect - Give the composition a title - Begin to internalise and create rhythmic patterns - Use words/phrases (these could be from songs days of week/months of year) - tap them out - Make up simple dance patterns – keeping in time with the pulse and including rhythms - Use voices to provide sound effects - Create long and short sounds on instruments. - Find and play by ear, phrases of well-known songs on tuned instruments - Make up three-note tunes independently - Create songs of their own using high-middle-low pitches

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Year 3/4	<p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <ul style="list-style-type: none"> - Listen with attention to detail and internalize and recall sounds with increasing aural memory - Learn new songs quickly; sing from memory - Identify rhythmic patterns, instruments and repetitions of sound/pattern - Internalise short melodies and play these on pitched instruments (play by ear) - Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised - Explain how sounds can create different intended effects - Recognise how the different musical elements are combined and used expressively - Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary - Evaluate how venue, occasion and purpose affects the way music is created performed and heard - Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary - Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians 	<p>Play and perform in ensemble contexts, using voices and instruments with some accuracy, fluency, control and expression: (singing)</p> <ul style="list-style-type: none"> - use voices to create and control sounds including tempo and dynamics - keep in time with a steady pulse - be aware of correct posture and technique - singing and clapping games - sing and perform rhythmically straightforward parts (minims, crotchets and quavers) - sing in tune using a limited range of notes - sing with expression - sing/play with increasing confidence and fluency - make improvements to singing; rehearse together - use graphic notation to illustrate the shape of melodies. <p>Play and perform in solo and ensemble contexts using voices and instruments with increasing accuracy and fluency: (performing)</p> <ul style="list-style-type: none"> - create and control sounds - select appropriate instruments - keep in time on an instrument - perform a repeated pattern to a steady pulse - maintain own part with awareness of how different parts fit together - play new pieces by ear and from simple notation - suggest and make improvements - contribute to a class performance 	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> - Recognise and explore the ways sounds can be combined and used expressively - Identify how songs are structured and accompanied - Express song meanings/lyrics using voices or instruments - Identify and control different ways instruments make sounds - Explore repeated patterns in music/art/dance - Create repeated patterns and combine several layers of sound with awareness of the combined effect - Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA) - Use ICT/electronic devices to change and manipulate sounds <p>Improvise and compose music for a range of purposes using the inter-related dimension of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations.</p> <ul style="list-style-type: none"> - Combine sounds to create textures - Compose sequences using notated rhythms - Join sequences together to create structures of rhythmic, descriptive or dance patterns - Select and sequence pitches (limited range) to create melodic phrases - Add words to melodic phrases to create a class/group song - Compose music in pairs - and small groups - Explore, choose, combine, organise and record musical ideas within musical structures - Use a variety of notations including 'graphic score' - pictograms etc. - Develop an ability to represent sounds and symbols in movement/words/with instruments. - Use staff notation as a support.

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Year 5/6	<p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <ul style="list-style-type: none"> - Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...) - Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods - Recognise different tempi – speeds of music - Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat - Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed -concord - Appraise own work by comparing/contrasting with work of others - Improve performance through listening, internalising and analysing - Listen with concentration and some engagement to longer pieces of instrumental and vocal music - Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary - Identify how music reflects different intentions - Identify how music reflects time and place - Show knowledge and understanding of how time and place can influence the way music is created, performed and heard. - Identify and explore musical device - Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo, timbre, lyrics - Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians 	<p>Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression: (singing)</p> <ul style="list-style-type: none"> - create different vocal effects when singing and rapping - sing in unison and two parts (maintain own part in two-part work) - sing in different metres - sing with control of pitch - sing with clear diction, a sense of phrase and musical expression - control breathing, posture and sound projection - use graphic/traditional/other notation <p>Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression: (performing)</p> <ul style="list-style-type: none"> - play instruments with control and rhythmic accuracy - perform a particular cyclic pattern (Samba/Street Band/African drumming) - be aware of other parts when playing a layered piece - play simple chords in sequence - be aware of own role; solo, leading, providing rhythmic support - subdivide the pulse to keep a steady beat - perform significant parts from memory and notations - refine and improve their own and each other's work - perform with an awareness of audience, venue and occasion 	<p>Improvise/compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> - Develop musical imagination through experimenting, improvising and adapting sounds - Explore different textures of un-tuned sounds - Explore the relationship between sounds - Explore different combinations of vocal sounds - Improvise rhythmic patterns over a steady pulse with confidence - Fit different rhythmic patterns together and maintain own part with awareness of the pulse - Recognise combinations of pitched sounds - concords and discords - Identify/play CM diatonic Chords C-F-G-Am-Dm - Improvise - developing rhythmic and melodic material within given structures - when performing - Use ICT / electronic devices, (microphones/ recording equipment) to change/manipulate sounds. <p>Improvise/compose music for a range of purposes using the inter-related dimension of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use/understand staff and other musical notations.</p> <ul style="list-style-type: none"> - Create textures by combining sounds - Compose music to describe images - Create music that describes two contrasting moods - Internalise sounds; select, combine and exploit a range of different sounds to compose a sound-scape - Develop more complex rhythmic ideas - Devise rhythmic and melodic accompaniments. - Apply knowledge and understanding of how the combined musical elements can be organised within musical structures/forms and used to communicate different moods and effects - Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures) - Use standard and additional methods of notation as appropriate across a range of different contexts. - Be aware of some of the basic major scales - Play from pitched notation (read music) - Show understanding of how music is produced in different ways and described through relevant established and invented notations.

