**Music Performing Skills Ladder**

**(staff to highlight yellow (Autumn) green (spring) and/or pink (summer) to indicate coverage/achievement. Notes for those exceeding or needing targeting can also be made**

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|  | **Musicianship** | **Tracking Notes** | **Listening** | **Tracking Notes** | **Performing** | **Tracking Notes** | **Composing** | **Tracking Notes** |
| **Year 1** | M1: Walk, move or clap a steady beat with others, adapting with changing tempo. |  | **Listen with concentration and understanding to a range of high quality live and recorded music:** |  | **Singing**  **Use voices expressively and creatively by singing songs and speaking chants and rhymes:** |  | **Experiment with, create, select and combine sounds using the inter-related dimensions of music:** |  |
|  | M2: Use body percussion and classroom percussion playing repeated rhythm patterns and short pitched patterns. |  | L1: Identify the pulse in different pieces of music (reinforce with dance and movement). |  | S1: Chant and clap in time with a steady pulse. |  | C1: Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas. |  |
|  | M3: Perform short copycat rhythm patterns accurately. |  | L2: Tap knees in time with ‘steady beat’ music. |  | S2: Sing songs whilst maintaining a steady pulse. |  | C2: Make short sequence of sounds using symbols. |  |
|  | M4: Perform short ostinato patterns whilst keeping in time with a steady beat.  M5: Perform word pattern chants; create, retain and perform own rhythm patterns. |  | L3: Recall short sequences / patterns of sounds. |  | S3: Sing the same song in different ways using the musical elements. |  | C3: Create and choose sounds in response to stimulus. |  |
|  | M6: Listen to sounds in the local school environment, comparing high and low sounds. |  | L4: Sing a familiar song, identify then tap the rhythm of the words. |  | S4: Sing increasingly in tune within a limited pitch. |  | C4: Suggest instruments that make sounds like those described by the selected words and create sound pictures. |  |
|  | M7: Sing familiar songs in both low and high voices and talk about the difference. |  | L5: Sing back melodic phrases from known songs. |  | **Playing**  **Play tuned and un-tuned instruments musically:** |  | C5: Order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support. |  |
|  | M8: Explore percussion sounds to enhance storytelling. |  | L6: Recall and perform rhythmic patterns to a steady pulse. |  | P1: Play instruments and body percussion in different ways. |  | C6: Create a sound story.  C7: Identify how sounds can be changed e.g. grip triangle. |  |
|  |  |  | L7: Use instruments to copy back 4-beat rhythm patterns. |  | P2: Split into groups with some pupils playing a steady beat and others performing simple patterns. |  | C8: Make up three-note tunes independently. |  |
|  |  |  | L8: Play 'High-middle-low' (including voices and movement). |  | P3: Mark the pulse of a piece of music. |  | C9: Create songs of their own using high-middle-low pitches. |  |
|  |  |  | L9: Sing back melodic phrases from known songs. |  | P4: Transfer rhythms of songs onto instruments. |  | C10: Improvise rhythmic and melodic ideas using question and answer. |  |
|  |  |  |  |  | P5: Control sounds and follow a conductor for dynamics, tempo, pitch and duration. |  | C11: Understand the difference between creating rhythm and pitch patterns. |  |
|  |  |  |  |  | P6: Perform phrases from graphic notation. |  | C12: Recognise how graphic notation can represent created sounds. |  |
|  |  |  |  |  | P7: Record, evaluate and improve our performances |  | C13: Explore and invent own graphic symbols. |  |
| **Year 2** | **Musicianship** | **Tracking Notes** | **Listening** | **Tracking Notes** | **Performing** | **Tracking Notes** | **Composing** | **Tracking Notes** |
|  | M1: Understand the speed of a beat can change, creating different tempi. |  | L1: Listen to pieces of music which describe, eg; the sea. |  | **Singing: use voices expressively and creatively by singing songs and speaking chants and rhymes.** |  | **Experiment with, create, select and combine sounds using the inter-related dimensions of music** |  |
|  | M2: Mark the beat of a listening piece by tapping/clapping and recognising changes in tempo. |  | L2: Describe different images created by music |  | S1: Sing songs with an interval of a fifth regularly with increasing vocal control. |  | C1: Create music in response to a non-musical stimulus (car race, storm, rocket launch). |  |
|  | M3: Walk in time to the beat of a piece of music; know the difference between left and right to aid coordination. |  | L3: Identify features in a piece of music; high/low, loud/quiet, fast/slow, etc. |  | S2: Sing songs with a small pitch range, pitching accurately. |  | C2: Improvise simple question and answer phrases with a partner, creating a musical conversation. |  |
|  | M4: Begin to group beats in twos and threes and identify the strongest beat. |  | L4: Identify a variety of instruments; describe their sounds. |  | S3: Demonstrate dynamics and tempo when singing, responding to directions and visual symbols. |  | C3: Experiment with different timbres |  |
|  | M5: Play copycat rhythms and invent rhythms for others to copy on untuned percussion. |  | L5: Express thoughts and feelings about music; respond physically through language/movement; give simple justifications. |  | S4: Match voices to different pitches. |  | . C4: Use graphic notation to represent sounds. |  |
|  | M6: Read and respond to chanted rhythm patterns; represent with stick notation (crotchets, quavers, crotchet rests). |  |  |  | S5: Follow the shape of a melody with hand gestures. |  | . C5: Improvise rhythmic and melodic ideas using question and answer |  |
|  | M7: Create and perform own chanted rhythm patterns with stick notation. |  |  |  | **Playing; play tuned and untuned instruments musically.** |  | C6: Use voices to provide sound effects |  |
|  | M8: Play a range of singing games using interval of major 3rd |  |  |  | P1: Play instruments and body percussion with increasing control. |  | C7: Create rhythms using word phrases. |  |
|  | M9: Sing short phrases independently within a game/short song. |  |  |  | P2: Maintain a part in a group whilst others keep a steady beat. |  | C8: Find and play by ear phrases of well-known songs on tuned instruments. |  |
|  | M10: Respond independently to pitch changes heard in short melodic phrases, indicating with actions. |  |  |  | P3: Mark the pulse of a piece of music accurately. |  |  |  |
|  |  |  |  |  | P4: Perform using the musical elements with increasing control. |  |  |  |
|  |  |  |  |  | P5: Perform longer phrases from graphic notation. |  |  |  |
|  |  |  |  |  | P6: Record, evaluate and improve our performances |  |  |  |
|  |  |  |  |  | P7: Recognise dot notation and match to 3-note tunes played on tuned percussion. |  |  |  |

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| **Year 3** | **Listening** | **Tracking notes** | **Performing** | **Tracking notes** | **Composing** | **Tracking notes** |
|  | **Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians.**  **Develop an understanding of the history of music.** |  | **Play and perform in ensemble contexts, using voices and instruments with some accuracy, fluency, control and expression: (singing)** |  | **Improvise and compose music for a range of purposes using the inter-related dimensions of music.**  **Listen with attention to detail and recall sounds with increasing aural memory.** |  |
|  | L1: Learn new songs quickly; sing from memory. |  | S1: Use voices to create and control sounds including tempo and dynamics. |  | C1: Recognise and explore the ways sounds can be combined and used expressively. |  |
|  | L2: Identify rhythmic patterns, instruments and repetitions of sound/pattern. |  | S2: Keep in time with a steady pulse |  | C2: Identify and control different ways instruments make sounds |  |
|  | L3: Internalise short melodies and play these on pitched instruments (play by ear). |  | S3: Singing and clapping games |  | C3: Explore repeated patterns in music/art/dance. |  |
|  | L4: Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised |  | S4: Sing and perform rhythmically straightforward parts (minims, crotchets and quavers). |  | C4: Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA). |  |
|  | L5: Explain how sounds can create different intended effects. |  | S5: Sing in tune using a limited range of notes. |  | **Improvise and compose music for a range of purposes using the inter-related dimension of music.**  **Listen with attention to detail and recall sounds with increasing aural memory.**  **Use and understand staff and other musical notations.** |  |
|  | L6: Recognise how the different musical elements are combined and used expressively. |  | S6: Sing with increasing confidence, fluency and expression. |  | C5: Combine sounds to create textures. |  |
|  | L7: Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. |  | S7: Use graphic notation to illustrate the shape of melodies. |  | C6: Compose sequences using notated rhythms. |  |
|  | L8: Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. |  | **Play and perform in solo and ensemble contexts using voices and instruments with increasing accuracy and fluency: (performing)** |  | C7: Join sequences together to create structures of rhythmic, descriptive or dance patterns. |  |
|  | L9: 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. |  | P1: Create and control sounds. |  | C8: Select and sequence pitches (limited range) to create melodic phrases. |  |
|  |  |  | P2: Select appropriate instruments. |  | C9: Compose music in pairs - and small groups. |  |
|  |  |  | P3: Keep in time on an instrument. |  | C10: Use a variety of notations including ‘graphic score’ - pictograms etc. |  |
|  |  |  | P4: Perform a repeated pattern to a steady pulse. |  | C11: Use staff notation as a support |  |
|  |  |  | P5: Maintain own part with some awareness of how different parts fit together. |  |  |  |
|  |  |  | P6: Play new pieces from simple notation. |  |  |  |
|  |  |  | P7: Contribute to a class performance |  |  |  |
|  |  |  | P8: Develop facility in playing tuned percussion. |  |  |  |
|  |  |  | P9: Play and perform melodies using staff notation using a small range. |  |  |  |
|  |  |  | P10: Use listening skills to correctly order phrases with dot notation. |  |  |  |
|  |  |  | P11: Individually copy stepwise melodic phrases. |  |  |  |
|  |  |  | P12: Introduce and understand the difference between crotchets and paired quavers. |  |  |  |
|  |  |  | P13: Apply word chants to rhythms; understand how to link one syllable per note |  |  |  |

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| **Year 4** | **Listening**  **Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.**  **Develop an understanding of the history of music.** | **Tracking notes** | **Performing**  **Play and perform in ensemble contexts, using voices and instruments with some accuracy, fluency, control and expression (singing).** | **Tracking notes** | **Composing**  **Improvise and compose music for a range of purposes using the inter-related dimensions of music.** | **Tracking notes** |
|  | L1: Listen with attention to detail; internalise and recall sounds with increasing aural memory. |  | S1: Sing a broad range of unison songs with the range of an octave. |  | C1: Improvise on a limited range of pitches, making use of musical features including legato and staccato. |  |
|  | L2: Internalise short melodies and play these on pitched instruments (by ear). |  | S2: Sing rounds and partner songs in different time signatures. |  | C2: Begin to make compositional decisions about the overall structure of improvisations. |  |
|  | L3: Analyse and compare different sound qualities (timbre); instrumental, vocal, environmental/natural, synthesised. |  | S3: Use voices to create and control sounds, including tempo and dynamics |  | **Listen with attention to detail and recall sounds with increasing aural memory.** |  |
|  | L4: Recognise how the different musical elements are combined and used expressively. |  | . S4: Be aware of correct posture and technique. |  | C3: Identify how pieces are structured and accompanied. |  |
|  | L5: Evaluate how venue, occasion and purpose affects the way music is created, performed and heard. |  | S5: Sing with increasing confidence and fluency |  | C4: Express song meanings/lyrics sing voices or instruments. |  |
|  | L6: Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. |  | S6: Make improvements to singing; rehearse together. |  | C5: Create repeated patterns and combine several layers of sound with awareness of the combined effect. |  |
|  | L7: 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. |  | S7: Use graphic notation to illustrate the shape of melodies. |  | C6: Use ICT/electronic devices to change and manipulate sounds. |  |
|  |  |  | **Play and perform in solo and ensemble contexts using instruments with increasing accuracy and fluency (performing).** |  | C7: Compose music to create a specific mood. |  |
|  |  |  | P1: Play and perform melodies using staff notation using a small range (5th). |  | C8: Introduce major and minor chords. |  |
|  |  |  | P2: Perform in two or more parts from simple notation; identify static and moving parts. |  | C9: Expand scope and range of sound palette available for composition work. |  |
|  |  |  | P3: Maintain own part with awareness of how different parts fit together. |  | **Use and understand staff and other musical notations.** |  |
|  |  |  | P4: Suggest and make improvements. |  | C10: Combine known rhythmic notation with letter names to create short pentatonic phrases. |  |
|  |  |  | P5: Contribute to a whole class performance. |  | C11: Arrange individual notation cards of known note values to create sequences of 2, 3 or 4 beat phrases arranged into bars |  |
|  |  |  |  |  | C12: Capture and record creative ideas using graphic symbols, rhythmic notation and time signatures, staff notation and technology. |  |

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|  | **Listening** | **Tracking notes** | **Performing** | **Tracking notes** | **Composing** | **Tracking notes** |
| **Year 5** | **Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.**  **Develop an understanding of the history of music.**  L1: Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre…) |  | **Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression: (singing).**  S1: Sing a broad range of songs, in different metres, from an extended repertoire with a sense of ensemble and performance. |  | **Improvise/compose music for a range of purposes using the inter-related dimensions of music.**  C1: Improvise freely over a drone, developing sense of shape and character using tuned percussion and melodic instruments. |  |
|  | L2: Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods. |  | S2: Sing three-part rounds, partners songs and songs with verse-chorus structure. |  | C2: Improvise over a simple pattern, responding to the beat. |  |
|  | L3: Recognise different tempi – speeds of music. |  | S3: Create different vocal effects when singing and rapping. |  | **Listen with attention to detail and recall sounds with increasing aural memory.**  C3: Compose melodies from pairs of phrases (C major or A minor). |  |
|  | L4: Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat. |  | S4: Sing with clear diction, a sense of phrase and musical expression. |  | C4: Compose a short ternary piece in pairs. |  |
|  | L5: Appraise own work by comparing/contrasting with work of others. |  | S5: Control breathing, posture and sound projection. |  | C5: Compose music to evoke a specific atmosphere, or to accompany a silent film. |  |
|  | L6: Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. |  | **Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression: (performing)**  P1: Play melodies on tuned percussion, melodic instruments or keyboards following staff notation with an octave range. |  | C6: Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. |  |
|  | L7: Identify how music reflects different intentions. |  | P2: Understand how triads are formed; play on tuned percussion, melodic instruments or keyboards. |  | C7: Develop musical imagination through experimenting, improvising and adapting sounds. |  |
|  | L8: Identify how music reflects time and place. |  | P3: Develop the skill of playing by ear, copying longer phrases. |  | C8: Fit different rhythmic patterns together and maintain own part with awareness of the pulse. |  |
|  | L9: Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo. timbre, lyrics. |  | P4: Develop understanding of rhythmic notation; semibreves, minims, crotchets, paired quavers, semiquavers and crotchet rests. |  | C9: Use ICT / electronic devices to change/manipulate sound. |  |
|  | L10: 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. |  | P5: Understand the difference between 2, 3 and 4 time signatures. |  | C10: 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. |  |
|  |  |  | P6: Read and perform pitch notation within an octave. |  | C11: Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures |  |
|  |  |  | P7: Read and play short rhythmic phrases at sight. |  |  |  |
|  |  |  | P8: Be aware of other parts when playing a layered piece. |  |  |  |
|  |  |  | P9: Be aware of own role; solo, leading, providing rhythmic support. |  |  |  |
|  |  |  | P10: Refine and improve their own and each other’s work. |  |  |  |
|  |  |  | P11: Perform with an awareness of audience, venue and occasion |  |  |  |

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| **Year 6** | **Listening**  **Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians.**  **Develop an understanding of the history of music.** | **Tracking notes** | **Performing**  **Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, control and expression (singing).** | **Tracking notes** | **Composing**  **Extend improvisation skills through working in small groups to;** | **Tracking notes** |
|  | L1: Describe the effect of different combinations of pitched notes using concord and discord. |  | S1: Sing a broad range of songs, including those with syncopated rhythms, with a sense of ensemble and performance. |  | C1: Create music with multiple sections that include repetition and contrast. |  |
|  | L2: Identify how music reflects different intentions. |  | S2: Continue to sing three and four-part rounds and partner songs. |  | C2: Use chord changes as part of an improvised sequence. |  |
|  | L3: Identify how music reflects time and place. |  | S3; Sing with clear diction, a sense of phrase, and musical expression. |  | C3: Extend improvised melodies beyond 8 beats over a fixed pattern. |  |
|  | L4: Show knowledge and understanding of how time and place can influence the way music is created, performed and heard. |  | S4: Control breathing, posture and sound projection. |  | **Listen with attention to detail and recall sounds with increasing aural memory.**  C4: Plan and compose an 8/16 beat melodic phrase using the pentatonic scale, using rhythmic variety and interest; notate this melody. |  |
|  | L5: 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. |  | **Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, control and expression (composing).**  P1: Play a melody from staff notation within an octave range, making decisions about dynamic range. |  | C5: Compose melodies from pairs of phrases in either G major or E minor. |  |
|  | L6: Appraise own work by comparing/contrasting with the work of others. |  | P2: Accompany this same melody with block chords or a bassline. |  | C6: Enhance C5 with rhythmic or chordal accompaniment. |  |
|  |  |  | P3: Be aware of others when playing a layered piece. |  | C7: Compose a ternary piece, discussing how musical contrasts are achieved. |  |
|  |  |  | P4: Be aware of own role; solo, leading, providing rhythmic support. |  | C8: 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. |  |
|  |  |  | P5: Refine and improve their own and each other’s work. |  | C9: Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures). |  |
|  |  |  | P6: Perform with an awareness of audience, venue and occasion. |  |  |  |
|  |  |  | P7: Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. |  |  |  |
|  |  |  | P8: Further develop the skills to read and perform pitch notation within an octave. |  |  |  |
|  |  |  | P9: Read and play confidently from rhythmic notation and rhythmic scores up to four parts. |  |  |  |
|  |  |  | P10: Read and play from notation a four-bar phrase, confidently identifying note names and durations. |  |  |  |