

Music Progression of Skills – Playing

Shrewsbury Cathedral Catholic Primary School & Nursery

National Curriculum For Music in Key Stage 1	
KS1	Pupils should be taught to:
1a	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
1b	Play tuned and untuned instruments musically
1c	Listen with concentration and understanding to a range of high-quality live and recorded music
1d	Experiment with, create, select and combine sounds using the inter-related dimensions of music.

National Curriculum For Music in Key Stage 2	
KS2	Pupils should be taught to:
2a	Play and perform in solo and ensembles context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
2b	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
2c	Listen with attention to detail and recall sounds with increasing aural memory.
2d	Use and understand staff and other musical notations
2e	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
2f	Develop and understanding of the history of music.

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Playing	NC	KS1 Year 1 & 2	NC	Lower KS2 Year 3 & 4	NC	Upper KS2 Year 5 & 6
P.1 Creating and Exploring Sound	1b 1d	Enjoys playing and exploring sounds.	2a 2b	Confidently explores and creates sounds, <i>including with music technology.</i>	2a 2b	Creates and performs sounds with accuracy <i>including with music technology.</i>
P.2 Controlling Sounds on Instruments	1b	Keeps a steady pulse	2a 2c	Plays a steady beat, internalising pulse.	2a 2c	Plays with others keeping to a common pulse
	1b	Controls and demonstrates changes in dynamics and tempo	2c	Indicates steady beat by movement including in silence.	2a 2b 2c	Plays instruments with confidence and expression
	1b	Shows control, playing clearly and with increasing confidence	2a 2b	Plays instruments with clarity, controlling subtle changes in dynamics and tempo including crescendo/ diminuendo. accelerando/rallentando		<i>Selects and controls beats, chords, effects and loops effectively in music technology programmes.</i>
	1b 1d	Selects instrumental timbres to create sound effects		<i>Selects and controls beats, chords or loops in music technology programmes</i>		
	1b	Selects high/low ascending/ descending pitches where appropriate.				
P.3 Rhythm Skills (playing a pattern, etc)	1b 1c	Responds to sounds of different duration	2a	Performs simple rhythmic patterns and ostinati to an internalised pulse	2a 2b	Performs complex rhythmic patterns to an internalised pulse
	1b	Recognises difference between long and short sounds			2a 2c	Recognises a metre of 3 & 4
	1b	Recognises and copies simple patterns of long/short sounds			2a 2c	Recognises a change in metre

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P.4 Pitch Skills	1b 1d	Identifies and selects high/low, high/low ascending/ descending pitches where appropriate.	2a	Performs simple melodies and pitched ostinati to an internalised pulse	2a 2c	Performs complex melodies and pitched accompaniments to an internalised pulse
	1b	Plays simple melodic patterns				
P.5 Ensemble skills	1b	Follows instructions on when to play	2a	Follows a leader directing changes and start/stops.	2a	Leads a group and follows a leader directing changes in musical expression
			2a 2b 2c	Maintains own part in a group piece playing rhythm on rhythm and holding a beat	2a 2b 2c	Maintains an independent part in an ensemble
			2a 2c	Recognises the melodic line and an accompaniment in a texture	2c	Understands how the texture might vary
P.6 Playing from Notation	1b	Plays from a picture score	2d	Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers)	2d	Plays using notation as support (Staff & rhythm notation, graphic scores)
P.7 Performing	1b	Performs in a group with good sense of pulse and rhythm	2a	Performs with an awareness of a group and to an audience	2a	Performs confidently in a group and solo, with expression and variety.
P.8 Understanding instruments and how they are played	1b 1d	Matches selected sounds with their pictured source	1b 1d	Matches selected sounds with their pictured source	2a 2b	Organises sounds effectively using a variety of instruments or <i>music technology and styles</i> .
	1b 1d	Uses sound words or phrases to describe selected sounds and the ways in which they are produced	1b 1d	Uses sound words or phrases to describe selected sounds and the ways in which they are produced		

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Progression of Musical Skills for Early Years Foundation Stage.

This document outlines key areas of musical development in different stages of nursery and early years. The tables below provide key skills in playing instruments and developing beat keeping, and statements align with, and expand on, relevant statements from the Early Learning Goals in the EYFS statutory framework and Development Matters. The most relevant statements for Music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Playing Instruments and Developing Beat Keeping				
	0-1 Years	1-2 Years	2-4 Years	Reception
Exploring sounds on musical instruments	Explores their environment by banging or shaking objects around them or simple soundmakers.	Explores creating sound by playing sound-makers or instruments in a variety of ways (shaking, tapping, knocking).	Explores a wide range of instruments and sound-makers, and experiments with different ways of playing them. Starts to control sounds on instruments e.g. loud or quiet.	Play instruments confidently and with control in a variety of ways. Learns how sounds can be changed, e.g. how to play loudly and quietly Changes the sounds they play with control, e.g. loud or quiet, including when following a leader or pictures.
Keeping a beat and Playing Rhythms	Experiences a steady beat through the movement of others, e.g. caregivers' rocking, bouncing.	Experiences a steady beat via sharing movement with others, e.g. caregivers' motion, circle songs with lycra sheet or scrunchie.	Experiences beat via upper body movements, followed by movement with feet, walking on spot. Plays simple rhythms by copying.	Moves towards making regular beats to music or whilst singing. Plays simple rhythmic patterns, e.g. syllables of words.
Playing with Others	Engages through imitation and watching others. Needs support to start and stop.	Is aware of others making music in a group and joins in making sounds. Starts and stops playing with support	Responds to and copies others when playing instruments. Starts and stops with support.	Starts and stop to a variety of signals, e.g. from a leader, pictures. Plays instruments with an awareness of others and follows directions.