

| Reception | |
|---------------------------------|--|
| Hearing and Listening | <p>Thinks abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs.</p> <p>Notices and describes any changes in music and compares music e.g. "This music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth."</p> <p>Associates styles of music with characters and stories</p> <p>Accurately anticipate changes in music, e.g., when music is going to get faster, louder, slower.</p> |
| Singing & Vocalising | <p>Begin to pitch – match (i.e., reproduce with their voice the pitch of a tone sung by another).</p> <p>Sings and performs range of entire songs</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the shape of the melody moving melody, e.g., up and down, down & up)</p> <p>Internalises music, e.g., sings songs inside his/her head</p> |
| Moving and Dancing | <p>Move to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.</p> <p>Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing.</p> <p>Move in time to the pulse of the music being listened to and physically respond to changes in the music, eg jumps in response to loud/sudden changes in the music.</p> <p>Replicate familiar choreographed dances eg imitates dance and movements associated with pop songs.</p> <p>Choreograph my own dances to familiar music, individually, in pairs/small groups.</p> |
| Exploring and Playing | <p>Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making</p> <p>Play instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g., playing quietly with quiet parts within music, stopping with the music when it stops.</p> <p>Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.</p> |

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Creates/makes up rhythms using instruments and body percussion. Make up patterns of sounds which can be repeated

May play along to the beat of the song they are singing, or music being listened to.

May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.

Create music based on a theme eg creates the sounds of the seaside.

Find and record sounds using recording devices.

Choose shapes to represent instruments, eg a circle could represent a tambourine, a rectangle could represent a chime bar.

Explore mark making to sounds they hear.




























Perform to an audience with support.

These statements are taken and adapted from Musical Development Matters- by Nicola Burke. This document can be found at <https://network.youthmusic.org.uk/musical-development-matters> Important: 'I have written the guidance not to ensure that children are doing what they ought to be doing, but to offer examples and possibilities of what children often naturally do and how this is recognised, valued and nurtured.' (Nicola Burke – MDM and Nursery World 2018).

Wigan Music Service Skills Progression Framework

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|---|---|--|---|--|---|
| Singing | <p>Explore using the voice to create different sounds. E.g. whispering, chanting, singing, High/low sounds Loud/quiet sounds Fast/slow sounds</p> <p>Sing simple unison songs from memory.</p> <p>Sing simple call and response songs.</p> <p>Begin to pitch-match.</p> | <p>Explore using the voice to create different sounds and experiment with ways of changing them. E.g. Getting faster/slower (accelerando/rallentando)</p> <p>Getting louder/quieter (crescendo/decrecendo)</p> <p>Getting higher/lower</p> <p>Sing songs with a wider pitch range.</p> <p>Pitch-match simple 2 and 3 note melodies accurately (lah-soh-me.)</p> | <p>Sing mostly in tune, showing greater awareness of pitch-matching.</p> <p>Sing a wider range of songs* with expression and a sense of melodic shape.</p> <p>(*simple rounds, partner songs, songs with verse/chorus).</p> <p>Show developing control of dynamics and tempo when singing.</p> <p>Demonstrate an awareness of correct posture for singing.</p> | <p>Sing in tune with expression and clear diction, maintaining a wider pitch range with a good sense of melodic shape.</p> <p>Show good control of dynamics and tempo when singing.</p> <p>Maintain correct posture for singing and begin to show appropriate breath control.</p> <p>Sing increasingly complex songs: rounds, partner songs, songs with verse/chorus.</p> | <p>Sing in tune with accuracy and confidence, maintaining a wider pitch range, correct posture and clear diction.</p> <p>Sing expressively, showing an awareness of style, demonstrating the ability to control tempo and dynamics appropriately.</p> <p>Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts.</p> <p>Maintain an independent part with increasing control (repeated pattern, melody, drone, echo, harmony).</p> | <p>Sing in tune with accuracy and confidence, maintaining a wider pitch range, correct posture, clear diction and breath control.</p> <p>Sing with confidence and expression, showing a clear sense of style, confidently controlling dynamics, tempo, and other expressive features of the music.</p> <p>Maintain an independent part with good control, accuracy and expression, showing awareness of how parts fit together.</p> |
| | <p>Create movements in response to changes in a piece of music: high/low, quiet/loud, happy/sad, different instrumental sounds.</p> <p>Express opinions about a range of music from different cultures,</p> | <p>Listen with concentration to a variety of live and recorded music from different cultures, traditions and historical periods and express an opinion about the music.</p> | <p>Listen with increasing concentration to a variety of live and recorded music from different cultures, traditions and historical periods music, recognising how changes in tempo, dynamics, pitch, and</p> | <p>Listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions of music create different moods and effects.</p> | <p>Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, recognising and describing how the interrelated dimensions of music are used for intended effects.</p> | <p>Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing and evaluating musical features using appropriate musical vocabulary.</p> |

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| Listening | <p>traditions and historical periods.</p> <p>Identify sounds of common classroom percussion instruments.</p> | <p>Aurally identify simple rhythm patterns using</p> <p style="text-align: center;">walk/ta </p> <p>jogging/te-  te </p> <p>Identify and describe changes in tempo (fast/slow), pitch (high/low), dynamics (loud/quiet) and timbre (instrumental sounds).</p> <p>Identify timbres of classroom instruments (wooden/metal/skin).</p> | <p>timbre create different moods and effects.</p> <p>Aurally identify simple rhythm patterns using</p> <p style="text-align: center;">walk/ta </p> <p>jogging/te-  te </p> <p>one-beat rests Z</p> <p>Begin to recognise different instrument families (percussion, woodwind, brass, string) from sight and/or sound.</p> | <p>Aurally identify rhythm patterns using</p> <p style="text-align: center;">walk/ta </p> <p>jogging/te-  te </p> <p>stride (2 beat) </p> <p>one-beat rests Z  or </p> <p>Aurally recognise different instrument families (percussion, woodwind, brass, string.)</p> | <p>Aurally identify rhythm patterns using</p> <p style="text-align: center;">walk/ta </p> <p>jogging/te-  te </p> <p>stride (2 beat) </p> <p>one-beat rests Z  or </p> <p>wade (4 beats) </p> <p>Recognise the sounds of some individual instruments from different instrumental families.</p> <p>Begin to recognise the characteristics of different styles of music and place them within a historical timeline.</p> <p>Begin to recognise 2,3,4 metre.</p> | <p>Aurally identify extended rhythm patterns using</p> <p style="text-align: center;">walk/ta </p> <p>jogging/te-  te </p> <p>stride (2 beat) </p> <p>one-beat rests Z  or </p> <p>wade (4 beats) </p> <p>Caterpillar </p> <p>Recognise the sounds of an increasing number of instruments from different instrumental families.</p> <p>Begin to recognise the characteristics of different styles of music and place them within a historical timeline.</p> <p>Recognise 2,3,4 metre</p> |
| | <p>Begin to mark a pulse and move rhythmically.</p> <p>Copy a simple rhythm.</p> | <p>Keep a steady pulse on an instrument or with movement.</p> <p>Copy a simple rhythm on a percussion instrument.</p> | <p>Keep a steady pulse accurately on an instrument or with movement</p> | <p>Keep a steady pulse independently and respond to changes in tempo, maintaining and appropriate pulse.</p> | <p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> | <p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> |

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| Playing | <p>Explore how sounds can be changed: High/low sounds Loud/quiet sounds Fast/slow sounds</p> <p>Join in and stop as appropriate.</p> | <p>Demonstrate an understanding of the difference between pulse and rhythm.</p> <p>Play fast/slow, loud/quiet, high/low and change the type of sound when playing instruments.</p> | <p>Demonstrate the difference between pulse and rhythm.</p> <p>Play simple repeating rhythms on percussion instruments.</p> <p>Play simple melodic patterns on tuned instruments</p> <p>Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.</p> | <p>Maintain a simple rhythm part independently, keeping in time to the pulse.</p> <p>Play a variety of rhythm patterns with accuracy.</p> <p>Maintain a simple melody part independently, keeping in time with the pulse</p> <p>Demonstrate increasing control of tempo and dynamics when playing.</p> | <p>Confidently control changes in dynamics and tempo when playing alone and with others.</p> <p>Play in solo and ensemble contexts with fluency and expression.</p> | <p>Maintain an independent part in an ensemble, showing awareness of how parts fit together.</p> <p>Play confidently with fluency and expression, demonstrating increased understanding of musical features when I play to achieve a musical outcome.</p> |
| Performing | <p>Play an instrument as part of a group.</p> <p>Play an instrument in front of others.</p> | <p>Play an instrument in a group, showing some awareness of other performers.</p> <p>Follow simple musical instructions and actions.</p> | <p>Maintain a part within a group, showing some awareness of other performers.</p> <p>Follow simple performance directions (e.g. starting/stopping, changes in tempo & dynamics)</p> <p>Show some awareness of the audience when performing</p> | <p>Maintain an independent part within a group, showing awareness of other performers.</p> <p>Follow simple performance directions (start/stop/loud/quiet/fast/slow) and respond with increasing fluency and control.</p> <p>Demonstrate awareness of the audience and perform with a sense of occasion.</p> | <p>Maintain an independent part in a group with fluency and expression, showing awareness of other performers.</p> <p>Perform expressively to an audience demonstrating an awareness of place and occasion.</p> | <p>Maintain an independent part in a group (or as a soloist) with increased control, fluency and expression, showing awareness of other performers.</p> <p>Communicate expressively to an audience, showing an awareness of place and occasion.</p> |
| | <p>Explore and create sounds using the voice, instruments or found</p> | <p>Explore and create, sounds with the voice, found sounds,</p> | <p>Improvise short rhythmic and melodic</p> | <p>Improvise rhythmic and melodic phrases using the voice and instruments.</p> | <p>Improvise longer melodic and rhythmic phrases using the</p> | <p>Improvise longer melodic and rhythmic phrases using the</p> |

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| <h3>Composing and Improvising</h3> | <p>sounds in response to a stimulus, e.g. footsteps, sea, weather.</p> <p>Improvise (make up) simple sounds with my voice and instruments.</p> | <p>instruments and appropriate technology in response to a stimulus, e.g. footsteps, sea, weather.</p> <p>Improvise (make up) simple rhythmic and vocal patterns.</p> <p>Order sounds within simple structures such as beginning/middle/end.</p> <p>Create sequences of sounds using the interrelated dimensions of music. E.g., patterns of long and short/high and low sounds.</p> | <p>patterns using the voice and instruments.</p> <p>Create and develop musical ideas within given structures (e.g., ABA form) or in response to a stimulus.</p> <p>Sequence and combine sounds to create special effects, moods and atmospheres using the interrelated dimensions of music.</p> <p>Begin to improve own work.</p> | <p>Create and develop musical ideas within given structures (e.g., ABA, Rondo, Call and Response) or in response to a stimulus.</p> <p>Compose music for a range of purposes using the interrelated dimensions to achieve intended effects.</p> <p>Make improvements to own work, explaining reasons for changes.</p> | <p>interrelated dimensions of music with developing control.</p> <p>Compose music using a range of devices (e.g., ostinato, chord patterns, call and response, drone, repetition).</p> <p>Compose music for a range of purposes using the interrelated dimensions with understanding and control to achieve intended effects.</p> <p>Make improvements to own work, explaining reasons for changes using musical vocabulary.</p> | <p>interrelated dimensions of music with confidence and control.</p> <p>Compose music using a range of devices and/or for different purposes demonstrating an increased understanding of how the interrelated dimensions of music have been used to achieve intended effects.</p> <p>Make improvements to my own work and suggest improvements to the work of others using appropriate musical vocabulary.</p> |
| <h3>Notation and Technology</h3> | <p>Use simple music technology to explore sounds.</p> <p>Recognise the link between sound and symbol. E.g.  = 3 taps</p> | <p>Use simple music technology to make and capture sounds.</p> <p>Represent sounds with symbols (given and made up.)</p> <p>Know how to follow a simple graphic score.</p> <p>Recognise symbols for Crotchet </p> <p>Quavers </p> | <p>Use music technology to explore, capture and combine sounds.</p> <p>Recognise and understand symbols for</p> <p>Crotchet </p> <p>Quavers </p> <p>Crotchet rest Z</p> <p>Create own graphic notations to represent sounds.</p> | <p>Use music technology to explore, capture, change and combine sounds.</p> <p>Recognise and understand symbols for</p> <p>Crotchet </p> <p>Quavers </p> <p>Crotchet rest Z </p> <p>or</p> <p>Minim </p> | <p>Combine, manipulate and refine musical sounds using appropriate technology.</p> <p>Recognise and understand symbols for</p> <p>Crotchet </p> <p>Quavers </p> <p>Crotchet rest Z </p> <p>or</p> <p>Minim </p> | <p>Combine, manipulate and refine musical sounds using appropriate technology.</p> <p>Recognise and understand symbols for</p> <p>Crotchet </p> <p>Quavers </p> <p>Crotchet rest Z </p> <p>or</p> <p>Minim </p> <p></p> |

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| | | | Experience simple one-line staff pitch notation | Experience simple two-line staff pitch notation | Semibreve (4 beats)  Experience three-line staff pitch notation Recognise different metres 2,3,4 | Semibreve (4 beats) Semiquavers  Experience staff notation of pitch Recognise different metres 2,3,4 |
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Wigan Music Service Skills Progression Framework

This Primary Skills Progression Framework is intended for use by members of Wigan Music Service Curriculum Team and those responsible for leading and delivering the music curriculum in the primary phase, from Reception to Y6, in schools within the Wigan borough. This framework aims to provide a clear pathway for musical learning to promote high standards of achievement across the music curriculum.

For ease of use, learning is divided into six key strands: (i) singing, (ii) listening, (iii) playing, (iv) performing, (v) composing and improvising, (vi) notation and technology.

However, music teaching and learning is not intended to be linear. The strands of musical learning are part of a learning spiral across the key stages. Over time, children will develop new musical skills and concepts and re-visit those already established. Repeating a musical skill enables children to continually make progress as skill levels shift within the spiral of learning.

Across each key stage children should develop and apply listening skills, knowledge and understanding through practical, creative activities that incorporate performing, composing, listening and appraising. They should experience a wide range of music from different historical periods, genres, styles and traditions, both live and recorded. There should be opportunities for them to capture and manipulate musical sounds using appropriate music technology and to develop an understanding of how music is created, produced and communicated.

"A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement."

National Curriculum in England

