

Progress in Musical Skills, Knowledge and Understanding in Primary Music

Progress from EYFS to KS2 and beyond, through the Inter-Related Dimensions of Music (Elements) – Pitch, Duration, Timbre, Texture, Dynamics, Tempo and Structure.

A User Guide

These documents illustrate potential progression in Music up to the end of KS2, through each of its 'ingredients' (**Inter-related Dimensions of Music**, also known as the **IRDM** or the **Elements of Music**).

The EYFS is included to an extent because musical learning begins there (e.g., discovering the concepts of High/Low, Long/Short, Loud/Quiet, Fast/Slow, Beginning/End and 'sounds alone' and 'together'). However, learning outcomes are measured as part of broad rather than subject based outcomes. We advocate lots of musical exploration and participation, 'little and often' at this stage, and a holistic approach.

Please remember that the IRDM (Elements) are all interconnected. They are like ingredients in a recipe and different types of music have them in different combinations. Whilst it is fine to *focus* on one or more of them at any one time, **do not design whole units of work on each one**.

Look at the aspect of say, Pitch, that you want to teach, then track horizontally (as if placing a ruler) across the charts to set that focus in the context of all the other Elements at the same stage of progression. The learning will always be in the context of a song, a game, a composition, or something to listen to.

The charts focus on the building of skills, knowledge and understanding; they do not specify what content, method or resources to use as these will vary from school to school. If you need support with this, please ask us.

Musical keywords have been highlighted in bold text, and keywords in [blue](#) also have a definition which is visible if you hover over the word (no need to click).

You will see that the outcomes by the end of Key Stage 2 are quite advanced. Please do not panic about this and bear in mind that:

- The Year 5/6 outcomes shown are those which *can* be achieved if the children have had their full allocation of music learning right from the start of school.
- Finding a way forward for your whole school plan will mean working out where the children in your school are *now* - if you find yourself playing catch up you can adapt the plan from year to year.
- It is sometimes necessary to plan to start at a lower point than shown and 'work through' the stages. This demonstrates that you have a good knowledge of where the children are.
- Starting points (and end points) will vary from school to school, according to the learning needs and starting points of your children. Aim for excellence and quality at whatever stage you reach.



- It is more important that you show the children have made progress than aiming for unrealistic results. Excellence can be through achievement, not just attainment. Progress should be incremental and sequential.
- By Upper KS2 there will be highly differentiated needs in music. Some children will have been learning instruments for some time and will be familiar with technical aspects such as scales, chords and specialised vocabulary, but in the same class there may be children who are still working at the Y3/4 expectations, or even the Y1/2.
- This can be catered for in tasks. For example, in a class arrangement of a song - *all* children can sing the song, *all* will be able to play an accompaniment part at some level of complexity, and *some* will be ready to play independently or a more challenging part, for instance on the instrument they learn.

Hertfordshire Music Service

Progress in Musical Skills, Knowledge and Understanding from EYFS to KS2

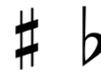


- It is fine to plan at a lower level than the chart indicated but allow for differentiation over and above for children who have additional experience. Once you have identified your children's starting point and the place you think they can reach, you can adapt the progression chart to make it your own.
- Remember that from year to year, the starting point, end point and rates of progress could well change. Sometimes the 'bandwidth' of progression you are working within might stay the same or even go back a bit, but *overall* progress will be in a forward direction.

Being able to **aurally identify, describe, perform, improvise and compose** pieces that include the following:

	Pitch	Duration (Pulse and Rhythm)	Timbre (Characteristics/qualities of sound)
<p>Approx. EYFS</p> 	<ul style="list-style-type: none"> -High notes and low notes (including 'up and down' stories and songs) -Environmental sounds ('found sounds'), animal sounds and voices -Singing, playing, composing and internalising two notes (e.g., G to E)  <p style="text-align: center;">G E</p>	<ul style="list-style-type: none"> -Long notes -Short notes -Simple rhymes and rhythms from songs -Exploring pulse through movements, clapping and dancing -Word/speech rhythms -Simple rhythm Question and Answer 	<ul style="list-style-type: none"> -Consider different types of sound and find words to describe them -Use of voices: explore -Different sounds and instruments: materials, size, method of use -Sounds of percussion instruments, e.g., "What's in the Music Basket?" listening games
<p>Approx. Year 1-2</p> 	<ul style="list-style-type: none"> -Basic concept of relative pitch (higher than, but lower than) - Singing, playing, composing and internalising 3 notes (e.g., E, G, A)  <p style="text-align: center;">E G A</p> <ul style="list-style-type: none"> -Basic graphic scores 	<ul style="list-style-type: none"> -Simple Pulse games and activities -Simplified word names for crotchets and quavers, eg:  <p style="text-align: center;">Ant Spi-der Tow-er of Lon-don</p> <p>(Or rhythm names - Ta, te-te etc)</p> <ul style="list-style-type: none"> -Copy and instigate rhythms to accompany songs -Simple rhythm scores and rhythm cards -Making a phrase (from 2 rhythm cards, then 4, etc) 	<ul style="list-style-type: none"> -Divide instruments and sounds into 'sets': wooden sounds, metal sounds etc; and the way they are played (are they scraped/plucked/hit?) -Difference between pitched and unpitched percussion

Being able to **aurally identify, describe, perform, improvise and compose** pieces that include the following:

	Pitch	Duration (Pulse and Rhythm)	Timbre (Characteristics/qualities of sound)
<p>Approx. Year 3-4</p> 	<p>-Singing, playing, composing and internalising 5 notes - the Pentatonic scale (eg D E G A B)</p>  <p>D E G A B</p> <p>-Ascending and descending melodies (shape of a melody)</p> <p>-Octaves, steps, slides and leaps</p> <p>-More common sharp and flat notes ie only F#, Bb</p>  <p>-Knowledge of basic pitch notation for a Half scale:</p>  <p>C D E F G</p> <p>-Simple melodic ostinato/drone</p> <p>-Hooks and Riffs</p>	<p>-Pulse games and activities</p> <p>-Semi-quavers, Crotchet Rests and Minim Rests</p>  <p>-Time signatures: 2/4 and 3/4 and 4/4</p> <p>-Ways to record rhythm accurately (graphic scoring)</p> <p>-Basic knowledge of accents in pulse and beats in a bar</p> <p>-Basic understanding of Pulse and Rhythm together</p> <p>-Ostinato rhythms</p> <p>-More complex rhythm cards/rhythms from songs</p>	<p>-Vibration (basic knowledge of the science of sound)</p> <p>-Selecting particular sounds for the task</p> <p>-Basic knowledge of Families of the Orchestra</p> <p>-Exploring different sounds from different instruments (building an 'aural sound-bank')</p>

Being able to **aurally identify, describe, perform, improvise and compose** pieces that include the following:

	Pitch	Duration (Pulse and Rhythm)	Timbre (Characteristics/qualities of sound)
<p>Approx. Year 5-6 and into lower KS3</p>	<ul style="list-style-type: none"> -Basic knowledge of Major and Minor (Happy = major/Sad = minor) -Simple major triads (C maj, F maj, G maj) -Basic knowledge of Chords I, IV, V -Basic knowledge of note clusters/discords -Awareness of Treble and Bass clefs  -Pentatonic and Blues scales and using the same Pentatonic scale repeated in different octaves -Full 8 note scale  -Basic understanding of sharps and flats -Basic knowledge of the existence of different types of scales: Indian Ragas, Chromatic scales, modal scales -Conventional or graphic notation -Basic knowledge of science of pitch 	<ul style="list-style-type: none"> -More complex Pulse games and activities -More complex rhythm cards (clapping and composing own) -Dotted crotchets  -Syncopation -Rhythmic rounds, 2-part rhythms and ostinati -Compound time signatures (e.g. 6/8) -Basic knowledge of irregular time signatures and accent patterns e.g., 5/4 -Understanding of accents in pulse and beats in a bar -Understanding of Pulse and Rhythm together ie, Rap, Dance Music, Marches -More complex rhythmic scores and 'reading ahead' 	<ul style="list-style-type: none"> -Carefully selecting appropriate sounds for a task prior to hearing them (and appropriate combinations of instruments and sounds). -Becoming more aware of what instruments and voices can do, and more able to control them -Standard line-up of instruments in pop/rock groups, Blues bands, Jazz bands and Big Bands (e.g., WW2 music) -World instruments e.g., Djembe, Sitar, Tabla drums, Steel pans -Basic understanding of science of timbre

Being able to **aurally identify, describe, perform, improvise and compose** pieces that include the following:

	Texture (Layers of sound)	Dynamics (Volume)	Tempo (Speed)	Structure (Pattern, phrasing, repetition, contrast)
Approx. EYFS	-Use the words 'together' or 'on its own' (one sound or more than one sound)	-Loud (f) -Quiet (p) -Volume -Silence	-Fast -Slow -Speed of the music, ie, walk, jog, run, sprint - Pulse of the music (the 'heartbeat'/ steady beat of the music)	-Taking turns -Beginning (start) -Middle -End (stop) -Copying
Approx. Year 1-2	-Difference between solo and group playing	-Getting louder -Getting quieter	-Faster than (and getting faster) -Slower than (and getting slower) -Being able to maintain a steady pulse	-Simple Call and Response (question and answer) and echoing phrases -Patterns (the same/different/repeated patterns)
Approx. Year 3-4	-Basic knowledge of Solo, duet, trio, ensemble performance -Difference between melody and accompaniment - Drones - Unison	- Forte (f - loud) - Piano (p - quiet) - ff - pp - Silence (rests) - Crescendo  - Diminuendo  -Selecting dynamic levels	- Counting in before starting to sing or play -Starting to include tempo changes in performances and compositions - Accelerando - Ritardando (Rit.) or Rallentando (Rall.) - Moderato - Allegro - Largo -Comparing the tempi (speeds) of different pieces	- Call & Response (Question/Answer) -Simple forms such as Binary Form (A B) and Ternary Form (ABA) -Phrase -Repeat :  -Rounds - Verse/Chorus - Ostinato -Partner-songs

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	Texture (Layers of sound)	Dynamics (Volume)	Tempo (Speed)	Structure (Pattern, phrasing, repetition, contrast)
<p>Approx. Year 5-6 and into lower KS3</p>	<p>-<u>Polyrhythmic</u> -<u>Polyphonic</u> (weaving parts together)</p> <p>-Understanding of what an accompaniment is</p> <p>-Increased knowledge of ensemble performances, ie, Brass bands, string quartets, jazz bands</p>  	<p>-mf (quite loud) -mp (quite quiet)</p> <p>-Developing control over voices and instruments to achieve effects in volume (because the ability to play and sing dynamics comes from increasing physical control and aural skills)</p> <p>-Use a wide range of dynamics when performing and composing</p> <p>-Basic knowledge of science of dynamics (acoustics)</p>	<p>-Pause -<u>Vivace</u></p> <p>-Gradual or sudden tempo changes</p> <p>-Developing control over voices and instruments to achieve effects in tempo</p>	<p>-Techniques for Beginning and Ending compositions</p> <p>-<u>Sequences</u> and loops (Music ICT)</p> <p>-<u>Contrast</u></p> <p>-<u>Ternary Form ABA'</u> -<u>Rondo Form A B A C A D A</u></p> <p>-Verse/Chorus</p> <p>-12-bar Blues chord structure</p> 