

St Edward's Church of England Primary School

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Progression Scheme for Key Stage 1 and Key Stage 2

We follow the SMS Progression of Music Curriculum Skills which links to the National Curriculum. The Progression scheme was based on the ISM's Assessment and Progression Framework (2014) which divides the curriculum into the four musical activities of Singing, Playing, Improvising and Composing and Critical Engagement (Listening and Appraising). Each activity has a table of skills statements from KS1 to KS2 which are linked to the national curriculum and divided into 'Area of Study' rows. Each Area of Study has a code (eg: S.1, S.2 for singing skills) which teachers are encouraged to use in lesson planning as a simple way to refer to the progression.

The progression scheme is divided into columns called Stages B, C and D which essentially refer to Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 respectively. However, since it concerns general musical development, 'Stages' can be used when teaching pupils with SEND where progress does not need to be age related.

For EYFS, please see the separate progression document in the EYFS section of this page.

In March 2021, the Model Music Curriculum identified a gap in the progression in the inclusion of Music Technology. This has been provisionally included in italics, subject to review.

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National Curriculum Links

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.
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.

Progression Scheme for Singing

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STAGES	STAGE B		STAGE C		STAGE D	
Key Stage guide	NC	KS1	NC	Lower KS2 P-Buzz Trumpets	NC	Upper KS2 P-Buzz Trumpets
S.1 Engagement and Using the Voice	1a	Enjoys joining in with chants, rhymes and singing simple songs.	2a 2e 2f	Sings, with increasing confidence, fluency and expression, songs from different traditions, genre and times.	2a 2e 2f	Sings confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre and times.
	1a	Uses own voice in a variety of ways, with growing confidence, exploring the sounds a speaking and singing voice make.	2a	Uses own voice in a variety of ways, including vocal warm ups.	2a	Understands why and how to warm up the voice.
S.2 Pitch Skills	1a	Sings broadly in tune within a limited pitch range (octave) and with the sense of the shape of a melody or intervals jumps.	2a 2c	Sings accurately in tune within a limited pitch range, following a melody or interval jumps.	2a	Sings accurately in tune within a wider pitch range (*octave and half*) and appropriate individual vocal range.
	1a	Imitates melodic patterns in echoes.				
S.3 Singing with Control and Expression	1a	Begins to control steady expressive changes in songs and chants (e.g. dynamics, tempo).	2a	Sings songs and speaks chants with increasing expression (e.g. dynamics, tone, phrasing).	2a	Uses dynamics, phrasing, emphasis and accents to create intended effects.
			2a	Sings with clear diction and breathing.	2a	Sings with an awareness of breathing, posture and diction.

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S.4 Ensemble skills and part- singing	1a	Sings in unison, in small and large groups, and may sing solo.	2a	Sings in unison and in short solos.	2a	Sings confidently in unison and solo.
	1a	Sings in time with others, with or without an accompaniment.	2a 2c	Maintains a simple part in a large group with two or more layers (rounds, drones and ostinato).	2a 2c	Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato and harmony).
	1a	Follows simple musical instructions (e.g. start and stop).	2a 2c	Follows musical instructions (e.g. dynamic changes).	2a	Follows more complex musical instructions (e.g. in part singing).
S.5 Performing	1a	Performs in a group with a good sense of pulse and rhythm, knowing when to start and stop.	2a	Performs confidently in a group and may occasionally perform a solo.	2a	Performs confidently in a group and solo with expression and variety.
	1a	Beginning to be aware of an audience during special performances.	2a	Shows an awareness of audience and a sense of occasion during special performances.	2a	Performs in a way that reflects the meaning and impact of the lyrics to an audience.
S.6 Understanding song structure	1c	Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song).	2a 2c	Recognises different song structures (call and response, verse and chorus, cumulative).	2a 2c	Understands more complex song structures.
			2a 2c	Differentiates between contrasting sections (e.g. verse and chorus) and show	2a	Identifies phrases through breathing appropriately.

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				awareness of simple phrase structure or repetition.		
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STAGES	STAGE B		STAGE C		STAGE D	
Key Stage guide	NC	KS1	NC	Lower KS2 P-Buzz trumpet	NC	Upper KS2 P-Buzz Trumpet
P.1 Creating and Exploring Sound	1b 1d	Enjoys playing and exploring sounds.	2a 2b	Confidently explores and creates sounds, including with music technology.	2a 2b	Creates and performs sounds with accuracy including with music technology
P.2 Controlling Sounds on Instruments (keeps beat, dynamics,tempo)	1b	Keeps a steady pulse	2a 2c	Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence	2a 2c	Plays with others keeping to a common pulse
	1b	Controls and demonstrates changes in dynamics and tempo	2a 2b	Plays instruments with clarity, controlling subtle changes in dynamics and tempo including crescendo/ diminuendo. accelerando/rallentando	2a 2b 2c	Plays instruments with confidence and expression
	1b	Shows control, playing clearly and with increasing confidence	Selects and controls beats, chords or loops in music technology programs.		Selects and controls beats, chords effects and loops effectively in music technology programs.	
	1b 1d 1b	Selects instrumental timbres to create sound effects				

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		Selects high/low ascending/ descending pitches where appropriate.				
P.3 Rhythm Skills (playing a pattern, etc)	1b	Responds to sounds of different duration	2a	Performs simple rhythmic patterns and ostinati to an internalised pulse	2a	Performs complex rhythmic patterns to an internalised pulse
	1c				2b	
	1b	Recognises difference between long and short sounds			2a	Recognises a metre of 3 & 4
	1b	Recognises and copies simple patterns of long/short sounds			2c	Recognises a change in metre
P.4 Pitch Skills	1b	Identifies and selects high/low	2a	Performs simple melodies and pitched ostinati to an internalised pulse	2a	Performs complex melodies and pitched accompaniments to an internalised pulse
	1d	high/low ascending/ descending pitches where appropriate.			2c	
	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	Maintains own part in a group piece	2a	Maintains an independent part in an ensemble
			2b	playing rhythm on rhythm and holding a beat	2b	
				2c		2c
			2a	Recognises the melodic line and an accompaniment in a texture	2c	Understands how the texture might vary
			2c			

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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 1b 1d	Matches selected sounds with their pictured source Uses sound words or phrases to describe selected sounds and the ways in which they are produced	2b	Selects appropriate instruments and plays in a variety of ways	2a 2b	Organises sounds effectively using a variety of instruments or music technology and styles

Progression Scheme for Improvising and Composing

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STAGES	STAGE B		STAGE C		STAGE D	
Key Stage guide	NC	KS1	NC	Lower KS2 P-Buzz Trumpets	NC	Upper KS2 P-Buzz Trumpets
IC.1 Exploring Sounds	1a 1b 1d	Explores sounds with voice, body or instruments	2a 2b	Explores and improvises sounds or musical patterns with voice, body or instruments and music technology .	2b	Selects and use instruments, creative sound-makers and music technology or playing techniques to improvise sounds or patterns.
IC.2 Choosing and Organising Sounds	1d	Selects sounds to represent ideas and feelings.	2b	Selects and orders sounds effectively to represent ideas or feelings, or to tell a story.	2a 2b	Selects, orders, combines and changes sounds, imaginatively and with expression, to represent ideas, moods or feelings, or tell a story.
IC.3 Creating music within structures	1a 1d	Improvises within given songs, chants or ostinati.	2a 2b	Creates rhythms, melodies, lyrics, <i>loops</i> or accompaniments within simple or given musical structures.	2a 2b	Creates and combines rhythms, melodies, harmonies or lyrics within own musical pieces effectively.
1C.4 Improvising to demonstrate musical ideas	1b 1d	Improvises to demonstrate a simple musical idea (loud/quiet, fast/slow, high/low).	2a 2b	Improvises, with growing confidence and control with voice, instruments or music technology to demonstrate musical changes or contrasts.	2a 2b	Improvises imaginatively and expressively with voice, instruments or music technology using inter-related dimensions of music.
IC.5 Communicating ideas or moods	1b 1d	Improvises or composes to communicate ideas or moods.	2a 2b	Improvises and composes effectively to communicate ideas or moods	2b	Improvises and composes imaginatively to communicate ideas & moods
IC.6 Improvising rhythms & tunes	1b 1d	Improvises simple rhythms or tunes	2a 2b	Improvises with growing confidence rhythms or simple tunes within musical	2a 2b	Improvises rhythms and tunes within musical structures (e.g. a beat, ostinato

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				structures (e.g. a beat, ostinato or chord sequence)		or chord sequence) confidently and imaginatively.
IC.7 Creating and Performing own music in a group	1d	Contributes ideas to a composition and perform this solo or as a class or group.	2a 2b	Composes and performs solo or with class or group, contributing ideas to create songs, chants or pieces.	2a 2b	Composes and perform solos and with others effectively and imaginatively to create songs, chants or pieces
IC.8 Using Notation	1d	Uses pictures, graphic symbols or rhythm notation as support to improvise, compose or record own music.	2b 2d	Uses given or own notation (graphic symbols or rhythm notation) to improvise, compose and record compositions.	2b 2d	Uses notation (graphic scores, rhythm or staff notation) to support & record composition to improvise, compose and record own compositions.

Progression Scheme for Critical Engagement (Listening and Appraising)

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STAGES	STAGE B		STAGE C		STAGE D	
Key Stage guide	NC	KS1	NC	Lower KS2 P-Buzz Trumpets	NC	Upper KS2 P-Buzz Trumpets
CE.1 Listening to a Range of Live, Recorded and own Music.	1c	Listens with growing focus to a range to high quality live and recorded music.	2c 2e 2f	Listens to, and comments on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail.	2c 2e 2f	Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language.
CE.2 Differentiating between Sounds	1c	Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo, etc.	2c	Listens to several layers of sound, identifying musical elements or features and discussing their effect.	2c	Listens to several layers of sound, identifying musical elements or features, discussing their effect and justifying ideas.
CE.3 Recognising and Recalling	1c	Recalls simple rhythmic and melodic phrases.	2c	Listens and recalls simple tunes, played or notated rhythms with increasing accuracy	2c	Listens and accurately recalls melodies, rhythms, notated music or separate parts in a group.
CE.4 Responding through movement	1c	Responds to sounds or music through physical movements.	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).

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CE.5 Describing and appraising	1c	Listens and shares comments and opinions about music, including to own work.	2c	Listens to own music, commenting on it in order to improve it.	2c	Listens to own work and others with discernment, and share opinions, using these ideas to improve own work.
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