



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.



Shropshire Music Service

National Curriculum for Music

Overview Scheme of Work in Stages

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.

Music Curriculum Scheme of Work for Key Stage One or Stage B **Autumn1 Spring1 Summer1 Aut2 Spr2** **Sum2**

SINGING	NC		PLAYING	NC	
S.1 Engagement and Using the Voice	1a	Enjoys joining in with chants, rhymes and singing simple songs.	P.1 Creating and Exploring Sound	1b 1d	Enjoys playing and exploring sounds.
	1a	Uses own voice in a variety of ways, with growing confidence, exploring the sounds a speaking and singing voice make.	P.2 Controlling Sounds on Instruments	1b	Keeps a steady pulse
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.		1b	Controls and demonstrates changes in dynamics and tempo
	1a	Imitates melodic patterns in echoes.		1b	Shows control, playing clearly and with increasing confidence
1b 1d				Selects instrumental timbres to create sound effects	
S.3 Singing with Control and Expression	1a	Begins to control steady expressive changes in songs and chants (e.g. dynamics, tempo).	P.3 Rhythm Skills (playing a pattern, etc)	1b	Responds to sounds of different duration
				1c	
				1b	Recognises difference between long and short sounds
				1b	Recognises and copies simple patterns of long/short sounds
S.4 Ensemble skills and part-singing	1a	Sings in unison, in small and large groups, and may sing solo.	P.4 Pitch Skills	1b 1d	Identifies and selects high/low high/low ascending/ descending pitches where appropriate.
	1a	Sings in time with others, with or without an accompaniment.		1b	Plays simple melodic patterns
	1a	Follows simple musical instructions (e.g. start and stop).	P.5 Ensemble skills	1b	Follows instructions on when to play



S.5 Performing	1a	Performs in a group with a good sense of pulse and rhythm, knowing when to start and stop.	P.6 Playing from Notation	1b	Plays from a picture score
	1a	Beginning to be aware of an audience during special performances.			
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).	P.7 Performing	1b	Performs in a group with good sense of pulse and rhythm
			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

Music Curriculum Scheme of Work for Key Stage One or Stage B (Continued)

IMPROVISING AND COMPOSING	NC		CRITICAL ENGAGEMENT	NC	
IC.1 Exploring Sounds	1a 1b 1d	Explores sounds with voice, body or instruments	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.
IC.2 Choosing and Organising Sounds	1d	Selects sounds to represent ideas and feelings.	CE.2 Differentiating between Sounds	1c	Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo, etc.
IC.3 Creating music within structures	1a 1d	Improvises within given songs, chants or ostinati.	CE.3 Recognising and Recalling	1c	Recalls simple rhythmic and melodic phrases.
IC.4 Improvising to demonstrate musical ideas	1b 1d	Improvises to demonstrate a simple musical idea (loud/quiet, fast/slow, high/low).	CE.4 Responding through Movement	1c	Responds to sounds or music through physical movements.
IC.5 Communicating ideas or moods	1b 1d	Improvises or composes to communicate ideas or moods.	CE.5 Describing and appraising	1c	Listens and shares comments and opinions about music, including to own work.
IC.6 Improvising rhythms & tunes	1b 1d	Improvises simple rhythms or tunes			



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.
IC.8 Using Notation	1d	Uses pictures, graphic symbols or rhythm notation as support to improvise, compose or record own music. Su 2, Su 3

Music Curriculum Scheme of Work for Lower Key Stage Two (Years 3 & 4), Stage C **Aut3** **Spr3** **Sum3** **Aut4** **Spr4** **Su4**

SINGING	NC		PLAYING	NC	
S.1 Engagement and Using the Voice	2a 2e 2f	Sings, with increasing confidence, fluency and expression, songs from different traditions, genre and times.	P.1 Creating and Exploring Sound	2a 2b	Confidently explores and creates sounds including with music technology.
	2a	Uses own voice in a variety of ways, including vocal warm ups.	P.2 Controlling Sounds on Instruments	2a 2c	Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence
S.2 Pitch Skills	2a 2c	Sings accurately in tune within a limited pitch range, following a melody or interval jumps.		2a 2b	Plays instruments with clarity, controlling subtle changes in dynamics and tempo including crescendo/ diminuendo. accelerando/rallentando Selects and controls beats, chords or loops in music technology programs
S.3 Singing with Control and Expression	2a	Sings songs and speaks chants with increasing expression (e.g. dynamics, tone, phrasing).	P.3 Rhythm Skills (playing a pattern, etc)	2a	Performs simple rhythmic patterns and ostinati to an internalised pulse
	2a	Sings with clear diction and breathing.	P.4 Pitch Skills	2a	Performs simple melodies and pitched ostinati to an internalised pulse
S.4 Ensemble skills and part-singing	2a	Sings in unison and in short solos.	P.5 Ensemble skills	2a	Follows a leader directing changes and start/stops.
	2a 2c	Maintains a simple part in a large group with two or more layers (rounds, drones and ostinato).		2a 2b 2c	Maintains own part in a group piece playing rhythm on rhythm and holding a beat



	2a	Follows musical instructions (e.g. dynamic changes).		2a	Recognises the melodic line and an accompaniment in a texture
	2c			2c	
S.5 Performing	2a	Performs confidently in a group and may occasionally perform a solo.	P.6 Playing from Notation	2d	Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers)
	2a	Shows an awareness of audience and a sense of occasion during special performances.	P.7 Performing	2a	Performs with an awareness of a group and to an audience
S.6 Understanding song structure	2a	Recognises different song structures (call and response, verse and chorus, cumulative).	P.8 Understanding instruments and how they are played	2b	Selects appropriate instruments and plays in a variety of ways
	2c				

Music Curriculum Scheme of Work for Lower Key Stage Two (Years 3 & 4) or Stage C (Continued)

IMPROVISING AND COMPOSING	NC		CRITICAL ENGAGEMENT	NC	
IC.1 Exploring Sounds	2a 2b	Explores and improvises sounds or musical patterns with voice, body or instruments <i>and music technology</i> .	CE.1 Listening to a Range of Live, Recorded and own 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.
IC.2 Choosing and Organising Sounds	2b	Selects and orders sounds effectively to represent ideas or feelings, or to tell a story.	CE.2 Differentiating between Sounds	2c	Listens to several layers of sound, identifying musical elements or features and discussing their effect.
IC.3 Creating music within structures	2a 2b	Creates rhythms, melodies, lyrics or accompaniments within simple or given musical structures.	CE.3 Recognising and Recalling	2c	Listens and recalls simple tunes, played or notated rhythms with increasing accuracy
IC.4 Improvising to demonstrate musical ideas	2a 2b	Improvises, with growing confidence and control with voice, instruments <i>or music technology</i> to demonstrate musical changes or contrasts.	CE.4 Responding through movement	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).
IC.5 Communicating ideas or moods	2a 2b	Improvises and composes effectively to communicate ideas or moods	CE.5 Describing and appraising	2c	Listens to own music, commenting on it in order to improve it.
IC.6 Improvising rhythms & tunes	2a 2b	Improvises with growing confidence rhythms or simple tunes within			



		musical structures (e.g. a beat, ostinato or chord sequence)	
IC.7 Creating and Performing own music in a group	2a 2b	Composes and performs solo or with class or group, contributing ideas to create songs, chants or pieces.	
IC.8 Using Notation	2b 2d	Record compositions and improvisations using graphic symbols, rhythm notation	

Music Curriculum Scheme of Work for Upper Key Stage Two (Years 5 and 6), Stage D

Aut5 Spr5 Sum5
Aut6 Spr6 Su6

SINGING	NC		PLAYING	NC	
S.1 Engagement and Using the Voice	2a 2e 2f	Sings confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre and times	P.1 Creating and Exploring Sound	2a 2b	Creates and performs sounds with accuracy including with music technology
	2a	Understands why and how to warm up the voice.	P.2 Controlling Sounds on Instruments	2a 2c	Plays with others keeping to a common pulse
S.2 Pitch Skills	2a	Sings accurately in tune within a wider pitch range (*octave and half*) and appropriate individual vocal range.		2a 2b 2c	Plays instruments with confidence and expression Selects and controls beats, chords, effects and loops effectively in music technology programs
	2a	Uses dynamics, phrasing, emphasis and accents to create intended effects.	P.3 Rhythm Skills (playing a pattern, etc)	2a 2b	Performs complex rhythmic patterns to an internalised pulse
S.3 Singing with Control and Expression	2a	Sings with an awareness of breathing, posture and diction.		2a 2c	Recognises a metre of 3 & 4
				2a 2c	Recognises a change in metre
S.4 Ensemble skills and part-singing	2a	Sings confidently in unison and solo.	P.4 Pitch Skills	2a 2c	Performs complex melodies and pitched accompaniments to an internalised pulse
	2a 2c	Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato and harmony)	P.5 Ensemble skills	2a 2a 2b 2c	Leads a group and follows a leader directing changes in musical expression Maintains an independent part in an ensemble



	2a	Follows more complex musical instructions (e.g. in part singing).		2c	Understands how the texture might vary
S.5 Performing	2a	Performs confidently in a group and solo with expression and variety.	P.6 Playing from Notation	2d	Plays using notation as support (Staff & rhythm notation, graphic scores)
	2a	Performs in a way that reflects the meaning and impact of the lyrics to an audience.	P.7 Performing	2a	Performs confidently in a group and solo, with expression and variety.
S.6 Understanding song structure	2a	Understands more complex song structures.	P.8 Understanding instruments and how they are played	2a	Organises sounds effectively using a variety of instruments or <i>music technology</i> and styles
	2c	Identify phrases through breathing appropriately		2b	

Music Curriculum Scheme of Work for Upper Key Stage Two (Years 5 and 6) or Stage D (Continued)

IMPROVISING AND COMPOSING	NC		CRITICAL ENGAGEMENT	NC	
IC.1 Exploring Sounds	2b	Selects and use instruments, creative sound-makers <i>and music technology</i> or playing techniques to improvise sounds or patterns.	CE.1 Listening to a Range of Live, Recorded and own Music.	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.
IC.2 Choosing and Organising Sounds	2a 2b	Selects, orders, combines and changes sounds, imaginatively and with expression, to represent ideas, moods or feelings, or tell a story.	CE.2 Differentiating between Sounds	2c	Listens to several layers of sound, identifying musical elements or features, discussing their effect <i>and justifying ideas.</i>
IC.3 Creating music within structures	2a 2b	Creates and combines rhythms, melodies, harmonies, <i>loops</i> or lyrics within own musical pieces effectively.	CE.3 Recognising and Recalling	2c	Listens and accurately recalls melodies, rhythms, <i>notated music or separate parts in a group.</i>
IC.4 Improvising to demonstrate musical ideas	2a 2b	Improvises imaginatively and expressively with voice, instruments <i>or music technology</i> using inter-related dimensions of music.	CE.4 Responding through movement	2c	Responds to music through movement to show understanding of mood, ideas, <i>or musical features (e.g. beat, crescendos).</i>
IC.5 Communicating ideas or moods	2b	Improvises and composes imaginatively to communicate ideas <i>& moods</i>	CE.5 Describing and appraising	2c	Listens to own work and others with discernment, and share opinions, using these ideas to improve own work.



IC.6 Improvising rhythms & tunes	2a 2b	Improvises rhythms and tunes within musical structures (e.g. a beat, ostinato or chord sequence) confidently and imaginatively.	
IC.7 Creating and Performing own music in a group	2a 2b	Composes and perform solos and with others effectively and imaginatively to create songs, chants or pieces	
IC.8 Using Notation	2b 2d	Record composition and improvisation through Graphic Scores, rhythm notation, staff notation	