

Progression in Music Skills Descriptors - Key Stage One (Phase 1)

Performing

When performing in a group they are aware that their performance must fit in with that of other children;

They begin to play patterns from memory;

They begin to play/copy with some awareness of the beat;

They experiment with their voice (chant, rap, represent known sounds);

They know how to make a sound on several un-tuned instruments (drum, triangle, shaker);

They sing with a developing sense of pitch (high/low), dynamics (loud/quiet), duration (long/short notes) when singing songs with an appropriate range;

They begin to use various notations to support the rhythm (eg. graphic notations or grid notations);

They recognise the use of hand signals to show pitch (high/low) in the tune;

They know how to make a sound on several un-tuned instruments (drum, triangle, shaker, tambourine) and tuned instruments (recorder, xylophone, glockenspiel and keyboard);

When pupils are performing together, they are aware they all need to play to the same beat and the same speed;

They recognise errors and begin to correct when performing;

Sing largely in tune as a whole class;

Links together notes based on a feel for the beat;

When singing can be aware of more than one element at a time (eg. loud and long, loud and short, quiet and long, quiet and short);

Composing

They explore sounds on instruments and found objects;

They make changes to sounds (eg. playing a drum with different beaters);

They experiment with their voice (chant, rap, represent known sounds);

They make and repeat short patterns of sound;

They create short patterns of sound in response to a starting point (eg. a story, a picture...);

They invent their own graphic symbols to represent sounds;

They experiment with pitch (high/low), dynamics (loud/quiet), duration (long/short) and timbre (different types of sound) which different instruments make;

When composing they can create patterns of sound which have been specially selected;

They can use a simple structure which has a beginning, a middle and an end;

They can develop musical ideas from given stimuli (eg. a photograph, a poem, a story);

Some compositions will be supported by graphic or grid symbols on paper or computer screen;

Listening and Appraising

They can make a response to different moods in music (eg. move in a particular way when listening to a specific piece of music);

When changes in musical elements within a piece are very clear, they will recognise and react to the change (eg. a sudden, loud section);

They begin to follow simple musical instructions (eg. teacher's hand sign for "get louder");

They begin to recognise repetition when listening to music of others;

When listening they can identify the impact of elements in carefully selected music;

They can make suggestions to improve their work;

When listening to carefully selected music, they have a wider range of knowledge and experience of music from various times and places;

