

## Progression in Music Skills Descriptors - Lower Key Stage Two (Phase 2)

### **Performing**

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;  
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);

When working from notations most will be confident in their use of 4 beat, 2 beat and 1 beat and pairs of half-beat notes;  
Will notate some of their work using graphic scores (sometimes on the computer);  
Play their own part when performing on instruments with others;  
Play in such a way that the whole class are aware of the common beat;  
Beginnings and ends are tidy and planned;  
Sing largely in tune as a whole class;  
Links together notes to form musical phrases;  
Sings in a way that reflects the lyric;  
Sings using dynamics (loud and quiet) to express the mood of the phrase;

### **Composing**

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;

They will create music in first draft form and later revise, edit and develop it;  
When composing, they choose their resources to suit the task;  
They work together to link different instruments in pieces in more than one part (strand of texture);  
They deliberately use silence in their work;  
They will use dynamics (loud/quiet), pitch (high/low), duration (long/short) in more than one strand in a deliberate way;  
Their work will use repetition - short phrases or even short patterns will be repeated to form the basis of a new work;  
They will work in teams or as a whole class to produce compositions with more than 2 instrumental parts;  
They will be aware of other players as they perform;

### **Listening and Appraising**

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;

When listening, they can identify the impact of various elements;  
They identify musical features which seem to suggest a mood or atmosphere;  
When listening to music which intends to create an effect or atmosphere, they can identify how and why the elements are used in a particular way;  
They will use relevant musical vocabulary (pitch, dynamics, duration, timbre tempo), when talking about the elements of music;  
When listening to carefully selected music, they begin to make comparisons between music of different cultures through the elements of music;

