

Wood End Park Academy
Music Skills Ladder, based on new National Curriculum

NC Strand :	Controlling sounds through singing & playing – performing skills	Creating and developing music ideas – composing skills	Responding and reviewing – appraising skills Not in NC	Listening and applying knowledge and understanding
Age 5-6	They use their voices in different ways. (<i>speaking, singing, chanting</i>) They perform with an awareness of others. They recognise and explore how sounds can be made and changed <u>on tuned and untuned instruments.</u>	They repeat short rhythmic and melodic patterns. They create and choose sounds in response to given starting points. <u>Experiment with and create sounds using different dimensions of music.</u>	They respond to different moods in music and recognize well-defined changes in sounds.	They identify simple repeated patterns and take account of musical instructions. <u>Listen with concentration to a range of high quality live and recorded music.</u>
By the end of KS1 Age 6-7	They recognise and explore how sounds can be organized <u>on tuned and untuned instruments.</u> (<i>sorting instruments, grouping, playing separately and together</i>) <u>Use voices expressively and creatively</u> They perform simple patterns and accompaniments keeping to a steady pulse.	They choose carefully and order sounds within simple structures (<i>such as beginning, middle, end</i>) and in response to given starting points. <u>Create, select and combine sounds using the interrelated dimensions of music.</u>	They improve their own work.	They represent sounds with symbols and recognise how the musical elements (<i>dynamics, tempo, rhythm</i>) can be used to create different moods and effects. <u>Listen with concentration and understanding to a range of high quality live and recorded music.</u>
Age 7-9 lower KS2	They recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression. <u>Play and perform in ensemble contexts (and begin to play in solo) using their voices and playing musical instruments with increasing control and expression</u>	They can perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. (<i>play different parts together</i>) <u>Begin to compose music for a using the inter-related dimensions of music</u> <u>Begin to understand musical notation</u>	They make improvements to their own work, commenting on the intended effect.	They recognise how the different musical elements (<i>dynamics, tempo, rhythm, texture</i>) are combined and used expressively. <u>Appreciate and recognise a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u>

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Age 8-10	<p>They identify and explore the relationship between sounds.</p> <p><u>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p>	<p>They maintain their own part with an awareness of how the different parts fit together as elements of a whole (texture), while performing by ear and from simple notations.</p> <p>They improvise melodic and rhythmic phrases as part of a group performance.</p> <p>They compose by developing ideas within musical structures.</p> <p><u>Compose music for a range of purposes using the inter-related dimensions of music</u></p> <p><u>Understand staff and other musical notations</u></p>	<p>They identify how music reflects different intentions.</p> <p>They evaluate different kinds of music using an appropriate musical vocabulary.</p> <p>They suggest improvements to their own and others' work, commenting on how the intentions have been achieved.</p>	<p>They describe and compare different kinds of music using an appropriate musical vocabulary.</p> <p><u>Listen with attention to detail and recall sounds with increasing aural memory</u></p>
By the end of KS2 Age 10-11	<p>They identify and explore musical devices. (listening, recording, playing)</p> <p>They perform significant parts from memory and from notations, with awareness of their own contribution (such as leading others, taking a solo part and/or providing a rhythmic support.)</p> <p><u>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p>	<p>They improvise melodic and rhythmic material within given structures.</p> <p>They use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures.</p> <p><u>Improvise and compose music for a range of purposes using the inter-related dimensions of music</u></p> <p><u>Use and understand staff and other musical notations</u></p>	<p>They recognise how music reflects time and place.</p> <p>They evaluate how venue, occasion and purpose affects the way music is created, performed and heard.</p> <p>They refine and improve their work.</p>	<p>They analyse and compare musical features.</p> <p><u>Develop an understanding of the history of music.</u></p>

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