




Differentiation Statements for each Music Progression Strand Key Stage 1 Classes			Expectations	ALL	MOST	SOME	Expectations
				Working towards expectations	Meeting expectations	Working beyond expectations	
			KS1				Lower KS2
<b>A - Performing Skills</b>	<b>1 - Singing</b>	Technique	Basic posture with relaxed shoulders for singing Breathing to show phrases	All will be able to look at the teacher whilst singing	Most will be able to stand with relaxed shoulders and breathe at the correct times	Some will be able to improve pronunciation and dynamic control	Basic posture with relaxed shoulders for singing Breathing to show phrases
		Range	A sixth	All will be able to imitate words, rhythms and sing in tune within a limited range	Most will be able to sing in tune within a range of at least a sixth	Some will be able to sing in tune to the range of an octave or more	An octave, mostly by step
	<b>2 - Instrument</b>	Technique	(Classroom percussion) Basic posture Dynamic contrast	All will be able to hold a variety of classroom instruments correctly	Most will be able to adopt a good posture for playing instruments and play clearly contrasting dynamics	Some will be able to adopt good basic posture and clear tone within their comfortable range	(Not classroom percussion) Basic posture Clear tone
		Range	Playing a limited range of notes, performing rhythms by ear	All will be able to play at least one note and to an external pulse	Most will be able to play at least three notes and simple rhythms by ear	Some will be able to play four or five notes and rhythms with two different note lengths	First 4 or 5 notes (or 3 chords) Rhythms with two note lengths
	<b>3 - Ensemble</b>	Performing In a group	Unison	All will be able to perform with others	Most will be able to perform confidently if others make mistakes	Some will be able to play additional parts with rounds, or ostinati within a group	Simple additional parts (rounds, ostinati) within a group
	<b>1 - Melody</b>	Improvising rhythmic patterns	Free exploration of rhythm	All will be able to create an intentional rhythm pattern	Most will be able to create their own rhythms to a given pulse	Some will be able to improvise a 1-bar rhythm	Improvise a 1-bar rhythm
Improvising melodic patterns		Free exploration of pitch	All will be able to imitate melodic patterns	Most will be able to invent their own melodic ideas	Some will be able to improve a 1-bar melodic phrase using three pitches	Improve a 1-bar melodic phrase (3 pitches)	

<b>B - Composing Skills</b>	<b>2 - Harmony</b>	Adding parts or layers	Explore combinations of timbres	All will be able to create two different musical ideas	Most will be able to combine 2 different musical ideas	Some will be able to explore combinations of pitches	Explore combinations of pitches
		Harmonising melody	Explore combinations of pitches	All will be able to create two different musical ideas	Most will be able to combine 2 different musical ideas	Some will be able to explore combinations of timbres	Explore combinations of timbres
	<b>3 - Expression</b>	Employing musical expression	Explore dynamic choices Explore instrument choices	Some will be able to choose sounds for a given pupose	Most will be able to choose sounds and techniques to represent external concepts	Some will be able to explore dynamic and timbre choices to represent	Explore dynamic choices Explore instrument choices
	<b>1 - Tempo</b>	Pulse	Identifying duple time	All will be able to move in time with a pulse	Most will be able to "conduct" music in time with a pulse	Some will be able to identify duple time and use andante, allegro, lento	Identifying duple time Italian terms: andante, allegro, lento
	<b>2 - Duration</b>	Aural learning	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms)	All will be able to imitate simple rhythms aurally after one hearing and identify long and short sounds	Most will be able to identify long and short sounds in more complex rhythms after one hearing	Some will be able to identify crotchets, quaver pairs, crotchet rests, minims, minim rests and semiquavers	Crotchets and rests, quaver pairs, minims and minim rests, 4 x semiquavers (4-beat rhythms)
		Rhythmic notation	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms). Rhythm	All will be able to translate simple graphic symbols into long and short sounds	Most will be able to read a series of graphic symbols into a pattern of long and short sounds	Some will be able to read and interpet 4-beat rhythms using crotchets, quaver pairs, semiquavers and minims and crotchet rests	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms)
<b>3 - Pitch</b>	Aural learning	High and low	All will be able to imitate simple sequnces aurally after one hearing and identify high and low sounds	Most will be able to identify high and low sounds in more complex sequnces after one hearing	Some will be able to one noe of a small interval (a major second) as higer or lower	Identifying notes as higher or lower	

## C - Aural and Theory

C - Aural and Theory		Pitch notation	High and low	All will be able to translate simple graphic symbols into high and low sounds	Most will be able to read a series of graphic symbols into a pattern of high and low sounds	Some will be able to read a three note melody (using hand or stave notation)	3 note melody (hand signs or one-line stave)
	4 - Dynamics	Italian terms	loud and soft	All will be able to imitate simple dynamic contrasts and identify loud and soft sounds	Most will be able to identify gradual dynamic changes such as "getting louder" or "getting softer"	Some will be able to identify dynamics using Italian terms forte and piano	Forte and piano
		Dynamic notation	loud and soft	All will be able to translate simple graphic symbols into loud and soft sounds	Most will be able to read a series of graphic symbols into a pattern of loud and soft sounds	Some will be able to read conventional dynamic notation <b>f</b> and <b>p</b>	<b>f</b> and <b>p</b>
	5 - Timbre	Identifying Instruments	Familiar instruments: voice, piano, drums, guitar, tambourine, maracas	All will be able to aurally identify and distinguish between common classroom instruments	Most will be able to aurally identify a wider range of instruments including voice, piano, drums, guitar, tambourine and maracas	Some will be able to aurally identify instruments as belonging to orchestral families	Orchestral families
		Descriptive vocabulary	Sounds like...	All will be able to suggest what a given timbre "sounds like" comparing to known sounds	Most will be able to identify what kind of material might be making the sound, such as wood or metal	Some will be able to suggest onomatopoeic words to describe sounds	Brass, woodwind, percussion, strings, onomatopoeic words
	6 - Texture	Aural learning of harmony	Unison singing	All will be able to sing in tune with the rest of the group	Most will be able to identify if others are singing out of tune	Some will be able to sing their own part in a round with confidence	Singing rounds
		Identifying harmony	Unison or harmonised	All will be able to identify the difference between one, two and lots of simultaneous sounds	Most will be able to identify whether instruments/voices are playing the same note or different notes	Some will be able to identify a melody within a polyphonic texture	Identifying melody within a polyphonic texture
		Identifying layers	Thick or thin	All will be able to tell the difference between one, a few and lots of sounds occurring at the same time	Most will be able to aurally identify discrete instrument sounds within an ensemble	Some will be able to identify significant changes in texture (thicker or thinner)	Identifying significant changes in texture: thinner or thicker

	<b>7 - Structure</b>	Form	Phrases (breathing points)	All will be able to observe when a section of music repeats, such as a chorus	Most will be able to appropriately predict repetition	Some will be able to identify verse and chorus within a song	Identifying verse and chorus
<b>D - Evaluation</b>	<b>1 - Intention</b>	Identifying how the inter-related dimensions of music contribute to musical intentions	What is the music about?	All will be able to move in time and with regard to the mood of the music	Most will be able to verbally identify the purpose of the music, considering tempo and dynamics	Some will be able to identify the mood of the music	Identifying the mood of music
	<b>2 - Context</b>	Comparing musical features across genres and traditions	Respond to different moods in the music	All will be able to identify contrasts in mood between pieces of music	Most will be able to identify how the music makes them feel, such as "happy" or "sad"	Some will be able to identify common features in different genres of music	Identifying common features in music across genres and traditions
	<b>3 - Improvement</b>	Critical listening leading to identification of strengths and suggesting refinements	Identify good features	All will be able to express a preference between 2 pieces of music	Most will be able to make appropriate subjective judgements about individual features of a piece of music	Some will be able to improve their own work, or appropriately suggest how it may be improved	Improve own work
	<b>1 - Contribution</b>	Adding value to the cultural life of the community through performance and/or composition	Perform to an audience	All will be able to participate in a group performance to an audience	Most will be able to perform in a small group or solo to an audience	Some will be able to support other musicians by playing an accompanying part	Support other musicians (playing/singing an accompaniment to a soloist)
	<b>2 - Self-esteem</b>	Appropriate pride in performance and achievement	Perform with class in a school assembly	All will be able to perform confidently in a group to an audience of parents	Most will be able to perform confidently to a larger audience	Some will be able to perform a solo to the teacher	Perform in a group to the teacher Perform a solo to the teacher

<b>E - Personal Development</b>	<b>3 - Independence</b>	Working alone	Independence	All will be able to practice a musical phrase on their own with supervision	most will be able to practice a musical phrase on their own for a short while with no supervision	Some will be able to practise effectively at home (with adult support) to improve an aspect of their playing	Following the teacher's guidance Practising at home to improve an aspect of playing/performance
	<b>4 - Teamwork</b>	Working with others, including leadership	Take turns in ensemble playing/singing	All will be able to take turns at playing/singing as directed by the teacher	Most will be able to remember to stop when it is someone else's turn	Some will be able to take on or suggest ideas for improvement in group work	With guidance, work in a group to improve performance or composition
	<b>5 - Emotional Literacy</b>	Awareness and communication of emotions and feelings through music	Demonstrate enjoyment of music	All will look forward to their music lessons	Most will identify music lessons as one of their weekly highlights	Some will be able to demonstrate awareness that the music is intended to make them feel an emotion	Demonstrate awareness that music is intended to make the listener feel an emotion
<b>F - Cultural Development</b>	<b>1 - World Traditions</b>	Appreciation of music from local, national and international heritages	Children's songs and singing games from around the world	All will be able to participate in performing songs from a range of world traditions	Most will be able to make links between songs in a similar genre from different traditions, e.g. counting songs	Some will be able to make links between music from different traditions	Music from UK and other heritages - especially those represented in the school
	<b>2 - Western Classical</b>	Appreciation of music from the Western Classical tradition	Popular Western Classical pieces and composers	All will be able to aurally identify one or two instruments	Most will be able to identify famous and significant pieces from the Western Classical tradition, such as the opening of Beethoven's 5th	Some will be able to name important composers identify them with popular pieces from the Western Classical tradition	Popular Western Classical pieces and composers
	<b>3 - Popular Music</b>	A variety of popular genres including cross-cultural fusions	Pop music from 1950s to present	All will be able to aurally identify one or two instruments	Most will be able to name currently famous artists and songs	Some will be able to identify a small range of genres such as rock and pop	Identifying genres such as Rock and pop