

Primary Phase Skills Progression (Music)

Overview

Music develops the key skills of listening, performing, singing and creating. It also supports participation, engagement and self-confidence.

Developing Skills with SOLO taxonomy				
Prestructural	Unistructural	Multi	Relate	Extend
(no verbs – exploring and needs support)	Define Identify Label (simple procedure)	Memorise Define Name Match Recall Describe Outline List	Sequence Compare and contrast Explain effects Distinguish Question Classify Explain causes Analyse Organise	Generalise Evaluate Prove Justify Predict Reflect Argue Prioritise Construct Generate

Sensory SOLAR P1(i)-P3(ii)	Semi-Formal SOLAR P4-P7	Formal SOLAR P8 onwards (KS3)
<p>Early skills for learning:</p> <ul style="list-style-type: none"> Respond to the teacher Attention during activity Familiar and repetitive actions Engage in activity React to teacher, activity and peers Repeat actions Engage in activity with teacher or peer React to stimuli Express themselves Early problem solving 	<p>Beginning to develop skills for learning:</p> <ul style="list-style-type: none"> To use vocal sounds for singing To use body sounds (clapping, stamping) Imitate, echo and join in songs and rhythms Choose instruments Repeat and perform <p>Through themes:</p> <ul style="list-style-type: none"> Use voice to sing songs, chants and rhythms Use tuned and un-tuned instruments 	<p>Extend skills for learning:</p> <ul style="list-style-type: none"> Rehearse perform and sing (solo, groups) Connect sounds using voices, instruments, digital applications Make choices and give reasons/articulate choices (likes/dislikes) Experience wider repertoire of instrument, notes and notation Identify features of music – tempo, timbre, pitch Compose own pieces Compare and contrast types of music

<ul style="list-style-type: none"> • Exploration using sensory and practical equipment • Communication <p>CC Creative Arts</p> <ul style="list-style-type: none"> • Explore songs and rhymes through themes and CC links • Vocal sounds • Body sounds (clapping) • Sensory opportunities • Un-tuned instruments • Rhythm • Participate in a group • Enjoyment • Support listening and concentration skills 	<ul style="list-style-type: none"> • Experiment with instruments • Create, select and copy a rhythm • Use simple notation in pictures <p>Beginning to extend skills for learning:</p> <ul style="list-style-type: none"> • Joins in repertoire of songs • Responds to songs and music • Identify sounds and changes • Choose new and familiar instruments • Name instruments • Identify range of pieces of music • Make choices <p>Through themes:</p> <ul style="list-style-type: none"> • Sing, play and perform with increasing confidence • Improve listening skills to identify musical feel – fast/slow modern/old loud/quiet • Begin to use notation for playing • Develop range of use of instruments for playing <p>Develop understanding of appreciation o music and make choices</p>	<ul style="list-style-type: none"> • Develop understanding of music over time and composers
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