

Music Skills Matrix (>ARE, ARE & ARE<)

Area	<ARE>	YR	Y1	Y2	Y3	Y4	Y5	Y6
Pitch	<ARE	Begin to explore and respond to high and low sounds.	Begin to explore, respond to and recognise high, middle and low sounds.	Begin to respond to, recognise and identify higher and lower sounds and the general shape of melodies.	Begin to identify steps, leaps and repeated notes in melodies and begin to be aware that notes can be ordered into scale patterns.	Begin to hear the difference between scale patterns including pentatonic, major and minor.	Begin to explore and recognise different scale patterns and their musical effect.	Begin to explore, recognise and identify a range of different scale patterns and how they influence music.
	ARE	Explore, use and respond to high and low sounds.	Explore, use, respond to and recognise high, middle and low sounds	Respond to, use, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes	Identify, use and understand steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic.	Identify melodic shape and explore different scale patterns including pentatonic, major and minor.	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music.	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music
	>ARE	Find, use, respond to and describe a range of different high and low sounds e.g. performed on different types of instruments.	Find, use, respond to, recognise and describe a range of high, middle and low sounds.	Recognise, describe and create melodic shapes including the use of steps, leaps and repeated notes.	Identify and use combinations of steps, leaps and repeated notes to influence melodic shape governed by a specific scale pattern, sharing your thinking.	Identify and use, discuss and be able to choose between scale patterns for a specific melodic purpose.	Identify, discuss and use a range of scale patterns for a specific musical purpose or effect.	Use scales effectively for a specific musical purpose and be able to discuss and justify choices made.
Duration	<ARE	Begin to explore and respond to long and short sounds and the steady beat in music heard and performed.	Begin to explore, respond to, recognise patterns of long and short sounds and to steady beats.	Begin to respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together.	Begin to identify how rhythm patterns fit to a steady beat and count steady beats in groups of 2s, 3s and 4s.	Identify how rhythm patterns fit to a steady beat, begin to hear the difference between 2, 3, and 4 metre.	Begin to be aware of more complex rhythm patterns and metres, hear the difference between basic metres.	Begin to identify and understand more complex rhythm patterns and metres.
	ARE	Explore, use and respond to long and short sounds and recognise the steady beat in music heard and performed.	Explore, use, respond to and recognise patterns of long and short sounds and to steady beats	Respond to, use, recognise and distinguish between steady beat and rhythm pattern and how they fit together.	Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre.	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre.	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6.	Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7
	>ARE	Find, use, respond to and describe long and short sounds and follow the steady beat in music heard and performed.	Explore, use, respond to, recognise and describe patterns of long and short sounds and demonstrate a steady beat.	Distinguish between steady beat and rhythm patterns accurately, being able to fit them together with confidence.	Fit rhythm patterns to a steady beat in 2, 3 and 4 metre confidently.	Fit rhythm patterns to a steady beat in 2, 3, or 4 metre independently.	Fit more complex rhythm patterns to a steady beat in a range of metres.	Use more complex rhythm patterns effectively for a specific musical purpose.
Dynamics	<ARE	Begin to explore and respond to loud, quiet and Silence.	Begin to explore, respond to, recognise and identify loud, moderate, quiet and silence.	Begin to respond to, recognise and identify getting louder and quieter.	Begin to identify, use and understand getting louder and quieter in finer gradations.	Begin to explore how to use dynamics for expressive effect.	Begin to understand how a range of dynamics can be used and manipulated for expressive effect.	Begin to understand how a wider range of dynamics can be used and manipulated for expressive effect.
	ARE	Explore, use, respond to and recognise loud, quiet and silence	Explore, use, respond to, recognise and identify loud, moderate, quiet and silence	Respond to, use, recognise and identify getting louder and quieter.	Identify, use and understand getting louder and quieter in finer gradations.	Explore how to use dynamics for expressive effect.	Understand how a wide range of dynamics can be used and manipulated for expressive effect.	Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect
	>ARE	Independently choose and use loud and quiet sounds and silence for a purpose.	Recognise and describe, choose and use loud, moderate, quiet and silence.	Describe, control and extend the use of getting louder and quieter.	Use finer gradations of dynamics with greater control and increasing awareness and subtlety, sharing your thinking.	Identify and use, discuss and be able to choose dynamics for expressive effect.	Identify, discuss and use a range of dynamic variation for specific musical purpose or effect.	Use detailed dynamic variation effectively for a specific musical purpose and be able to discuss and justify choices made.
Tempo	<ARE	Begin to explore and respond to fast and slow.	Begin to explore, respond to recognise and identify fast, moderate and slow.	Begin to respond to, recognise and identify getting faster and slower.	Begin to identify, use and understand getting faster and slower in finer gradations.	Begin to explore how to use tempi for expressive effect.	Begin to understand how a range of tempi can be used and manipulated for expressive effect.	Begin to understand how a wider range of tempi can be used and manipulated for expressive effect.
	ARE	Explore, use, respond to and recognise fast and slow	Explore, use, respond to, recognise and identify fast, moderate and slow	Respond to, use, recognise and identify getting faster and slower	Identify, use and understand getting faster and slower in finer gradations	Explore how to use tempi for expressive effect	Understand how a wide range of tempi can be used and manipulated for expressive effect.	Understand how a wide range of tempi can be precisely used and manipulated for expressive effect
	>ARE	Independently choose and use fast and slow sounds for a purpose.	Recognise and describe, choose and use fast, moderate and slow.	Describe, control and extend the use of getting faster and slower.	Use finer gradations of tempi with greater control and increasing awareness and subtlety, sharing your thinking.	Identify and use, discuss and be able to choose tempi for expressive effect.	Identify, discuss and use a range of tempi for specific musical purpose or effect.	Use detailed variations in tempi effectively for a specific musical purpose and be able to discuss and justify choices made.

Timbre	<ARE	Begin to explore and respond to a range of sounds and sound-makers.	Begin to use and identify families of school percussion instruments, their sound properties and explore how they could be played.	Begin to identify and choose the way sounds are made, exploring how they can be used.	Begin to identify families of non-percussion instruments and the way they are played; use an increased range of percussion instruments.	Begin to identify a range of non-percussion instruments by family / name; develop the use of percussion instruments.	Begin to identify instruments within families and different instrumental/ vocal combinations; use percussion instruments with greater sensitivity.	Begin to identify instruments within families and their role in a wider range of ensembles; refine use of percussion instruments.
	ARE	Explore, use and respond to a range of sounds and sound makers including vocal Sounds.	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify different vocal sounds and explore how they could be used	Identify, choose and use the way sounds are made and can be used.	Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments.	Identify voice types and a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments	Identify instruments within families and different instrumental / vocal combinations; refine the use of voices and percussion instruments.	Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact.
	>ARE	Independently choose and use different sounds for a purpose.	Independently choose and use school percussion instruments for a purpose, describe and demonstrate their sound properties.	Independently choose sounds for a purpose, recognise, use and describe a variety of playing techniques.	Identify families of non-percussion instruments and the way they are played confidently; describe and use percussion instruments with increased subtlety and awareness of purpose.	Identify and describe characteristics of instrument families / instruments within family groups, use percussion instruments with sensitivity and awareness of purpose.	Identify, name and discuss instruments and their characteristics within family groups, refine the use of percussion instruments with awareness of impact.	Identify, name and discuss instruments within families and their role in a wider range of ensembles; refine the use percussion instruments with intended Impact.
Texture	<ARE	Begin to explore and respond to one sound and many sounds.	Begin to explore, respond to and recognise solo sounds and layers of sounds.	Experience and begin to respond to different layers.	Begin to identify the use and purpose of different layers in music heard, created and Performed.	Begin to identify and use different types of texture including solo, unison, ostinato parts and drone.	Begin to use of simple harmony including consonant and dissonant.	Begin to use simple harmony, including simple chords.
	ARE	Explore, use and respond to one sound and many sounds	Explore, use, respond to and recognise solo sounds and layers of sounds	Respond to and begin to recognise and use different layers including simple accompaniments	Identify the use and purpose of different layers in music heard, created and performed.	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts.	Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments	Use simple harmony, including simple chords, with greater awareness And understanding
	>ARE	Choose and use different combinations of sounds for a purpose.	Recognise and describe, choose and use different solo sounds and layers of sounds and how they can be used for a purpose.	Recognise, describe and use solo sounds and layers of sounds for a specific purpose.	Identify and describe the use and purpose of different layers in music heard, ensuring layers created and performed fit together accurately.	Identify and describe the use and purpose of different types of layers in music heard, ensuring layers created and performed fit together accurately.	Identify, describe and use different types of harmony accurately and with an awareness of purpose.	Identify, discuss and use different types of harmony with confidence and an awareness of purpose.
Structure	<ARE	Begin to explore and respond to ideas and events in stories.	Begin to explore, respond to and recognise simple structures.	Experience and respond to a range of repetition and contrast structures.	Being to develop understanding of conventional structures including binary (AB) and ternary (ABA) and the use of short repeated patterns.	Begin to identify and use different conventional structures, develop use of ostinato.	Begin to explore and use a wider range of developmental and expressive structures.	Experience and use a range of developmental structures and expressive structures.
	ARE	Explore, use and respond to sequences of events and stories, distinguish between same and different	Explore, use, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses	Respond to, use, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns).	Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the subtler development of musical ideas – similar but not the same e.g. simple theme and variations. Further develop use of ostinato .	Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif	Use a broader range of Developmental structures and expressive structures (see year 5).
	>ARE	Independently order sounds for a purpose.	Recognise and describe, choose and use simple structures used for a purpose.	Recognise, describe and use a range of simple structures for a specific purpose.	Describe and use conventional structures securely in music created and performed including the use of ostinato.	Identify and describe the use and purpose of extended conventional structures in music created and performed.	Identify, describe, choose and use a wide range of extended conventional structures with an awareness of purpose.	Identify, discuss and use a wide range of extended conventional structures with an awareness of purpose.