

Expressive Arts - Music



Progression Overview (Second, Third and Fourth Level)

GUIDANCE

The Overview provides a clear and structured framework to support practitioners in identifying key indicators of progress throughout each phase of development.

Designed to complement the Fife Progression Pathways, these materials support flexible and responsive planning, while aiding the monitoring and tracking of progress across organisers and skills.

Each CfE Level has been divided into phases to show progression within the Level.

Early		First			Second			Third			Fourth		
Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
Used in some curricular areas only													

Benchmark statements are emboldened and embedded within each line of progression. Typically, Benchmarks appear at Phase 1 (Early), 4 (First), 7 (Second), 10 (Third) and 13 (Fourth) to illustrate achievement of a Level.

Effective use of this documentation is supported by:

- Engagement in professional learning around Learning, Teaching and Assessment
- A collaborative, whole school/faculty agreement on consistent use for planning and assessment of knowledge, application and skills
- School-specific systems for evaluating learning and informing professional judgement

In Music the overviews have been organised into three related areas: Knowledge & Understanding, Creating, Presenting, as in the [Fife Progression Pathways](#). Please note, examples of instruments are mentioned throughout but these are not exhaustive, any appropriate available instruments (tuned or untuned) may be used. A balance between developing skill and exposure to a range of instruments should be the aim.

		Second			Third			Fourth
		Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Benchmarks for Reference
	Knowledge and Understanding	Has an awareness of different orchestral (trumpet/clarinet), traditional Scottish instruments (bagpipes/drums) and world instruments (djembe drums). Begins to have an awareness of different musical styles and instruments used within these styles. Reads music using musical language and structure, for example, minims/crotchets/quavers/dotted notes and repeats/bar lines Reads music using simple musical notation, for example, 5 treble clef notes within a chord – C E G / G B D	Recognises 4 different musical styles and instruments used within these styles Reads music using musical language and structure, for example, semibreve/semi quavers and common time signatures Identifies strengths and development needs in a performance using a variety of musical vocabulary	Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock and pop music. Reads music using more complex musical structure, for example, coda/a variety of time signatures. Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary			Recognises a wide range of music styles, identifying instruments, genres and instrumental techniques. Evaluates their own work and the work of others, including visiting artistes, using appropriate music vocabulary.	Engages and listens well to various genres of music ranging from the Baroque period to modern music and identifies appropriate music concepts and compositional techniques, for example, listens to excerpts of music and gives a short, written or oral analysis, including the use of relevant concepts. Evaluates and offers justified comments on the performances of others including professionals, to agreed criteria, for example, the performances of others in a “class concert”, an original peer composition. Makes detailed evaluative comments about aspects of the content, form and style of live and/or recorded performances, for example, identifies genre, style, period, technical aspects, instrumental grouping and other appropriate concepts, using appropriate music vocabulary consistently.
	Creating	Shares preference for different types of music and shares the reasons for this. Expresses thoughts and feelings using sounds. Explores ideas/sounds using music technology to create a simple piece of music.	Uses digital technologies (Eg.Garage Band) to start to explore more complex music forms, for example, using loops and editing tools.	Explains preference for music pieces listened to, live and/or recorded, using appropriate music concepts. Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms.			Uses voice, instruments and technology to create music, showing understanding of musical structure, for example, creates in simple verse chorus form, creates short, sequenced pieces using technology, creates short 16 bar music in binary form, experiments with voices/instruments	Communicates the mood and character of a piece of music, for example, using appropriate dynamics and by following notated performance directions such as dynamic markings, tempo changes and expression marks. Creates and develops structured original music compositions using instruments or voice, for example, a tonal piece in Binary Form (AB) including imperfect and perfect cadences for single-line instrument and voice and a broken chord accompaniment. U Uses technology to record and reflect upon original work.

							to create sound effects. Uses appropriate music performance plans, recording facilities and music notation to capture ideas, for example, uses treble clef notation or tablature or records using technology or creates a performance plan.	Uses appropriate music notation, for example, treble clef notation or tablature or records using technology and creates a performance plan. Uses technology to develop and structure short melodic ideas into original music, for example, uses software with midi input to create a minimalist style composition using short, repeated ostinati /cells of music. Applies knowledge of music concepts to develop original ideas, for example, takes a 2-bar melodic phrase and creates a sequence passage which can be imitated in a different part. Uses notes and/or other sources to generate ideas, inform thinking and support the creation of original music performance. Uses a practice/performance log to record and evaluate performances on chosen instrument(s)/voice, including points for improvement.
	Presenting	Performs songs in unison. Performs songs in parts, for example, in harmony/in a round.	Creates simple melodies/rhythms. Performs songs to communicate mood/character. Explores songs in a variety of languages, for example, French as a 1+2 language = Frere Jacques	Performs songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation. Performs on instruments, individually or as part of a group, to communicate the			Performs music individually, with accuracy, from at least two contrasting styles, using two instruments or one instrument and voice, as solo performances to a standard equivalent to that of ABRSM Grade 1. Plays by ear or uses appropriate music notation, for example, treble clef notation, tablature, graphic scores or chord symbols, to give a group or	Performs music individually, with accuracy and assurance, from at least two contrasting styles, using two instruments or one instrument and voice, as solo performances to a standard equivalent to that of ABRSM Grade 2. Plays by ear or uses appropriate music notation such as treble clef notation, tablature, graphic scores, chord symbols, to give an individual performance.

				mood and character of a piece of music through, for example, the use of appropriate dynamics and expression. Performs songs accompanying themselves using instruments, for example, ukulele. Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language.			individual performance. Performs individually and as part of a group, communicating the mood and character of a piece of music, for example, uses appropriate dynamics and expression by following notated performance directions such as dynamic markings.	
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