

Expressive Arts - Music



Progression Overview (Early, First and Second 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.

		Early		First			Second		
		Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
	Knowledge and Understanding	Explores and names some handheld classroom instruments, for example, tambourine, wood block and maraca Uses instruments such as drum, claves, chime bar to play along to a range of music styles. Uses basic musical language, for example, fast/slow/loud/quiet. Listens to music and shares ideas on what has been heard, for example, draw a picture. Uses basic language to express feelings about a musical experience, for example, like or dislike a piece of music.	Explores and names a variety of simple untuned and tuned* percussion, for example, castanets, cabassa, *chime bars, *hand bells Shares views and listens appropriately to the views of others, for example, states if the music is fast/slow or loud/quiet or high/low. Reads basic music in pictures, symbols or using graphic scores, for example, a picture of one drum tell you to play the drum once and two drums tell you to play the drum twice. Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for likes and dislikes.	Explores all tuned percussion. Begins to explore xylophones. Reads music in pictures, symbols or using graphic scores.	Continues to explore tuned percussion. Begins to explore glockenspiels. Reads music using stick notation, for example, using ta/tete. Reads music using simple musical notation, for example, 3 notes – C,E,G.	Uses a range of different musical instruments, for example, recorders/ukuleles. Reads music using musical language, for example, crotchets/quavers/rests. Follows simple music notation, for example, in the form of pictures, graphics, treble clef (standard music). Uses simple melodic notation to make simple tunes, for example, notes B-A-G to play Mary Had a Little Lamb. Shares thoughts and feelings by expressing personal views in response to musical experiences such as performances, school shows and music from different styles and cultures. Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some music vocabulary	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
	Creating	Uses a variety of objects to make sounds.	When communicating ideas and feelings through creative music activities uses technology to capture sound, for example, audio recorders, microphones, apps and other software. When communicating ideas and feelings through creative music activities uses voice to explore sound and rhythm, for example, hums, whispers, sings; When communicating ideas and feelings through creative music activities chooses different musical instruments to play such as chime bar, drum or body percussion, exploring sound and rhythm by, for example, clapping, tapping	Shares thoughts and feelings by giving basic feedback on a piece of music, for example, sharing favourite part. Uses voice, musical technology and/or instruments to create a musical idea.	Discusses thoughts and feelings with peers to provide feedback on a piece of music. Creates a sound to match a given stimulus.	When communicating ideas and feelings through creative musical activities, working on their own and/or with others: uses voice, instruments and technology to create musical ideas using sound, rhythm, pitch and dynamics, for example, by creating a soundscape or by adding tuned/untuned percussion to enhance a story or a song.	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.

	Presenting	Makes and explores sounds with voice, instruments and technology. Keeps a steady beat using their upper body. Sings in time with the music/others. Sings tunelessly.	Keeps a steady beat using body percussion. Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions	Follows teacher-led basic performance directions, for example, start/stop/get louder/get quieter. Keeps a steady beat using rhythm percussion. Sings in tune. Performs/plays using a single chime bar/hand bell with others.	Follows performance directions, for example, follows the group leader Keeps a steady beat in the lower body, for example, marching/tapping/stamping. Sings using basic dynamics, for example, forte = loud or piano = quiet. Performs following musical notation. Performs/plays/sings a simple tune with others.	Sings using dynamics, for example, crescendo (getting louder) or diminuendo (getting quieter). Performs songs with enthusiasm, from a range of styles and cultures, demonstrating a variety of basic singing techniques such as accurate pitch, good diction and appropriate dynamics, for example, loud or quiet. Performs a simple rhythm part on a range of instruments, for example, keeps the beat using body/untuned percussion. Performs simple melodic parts, for example, on tuned percussion, tin whistle, recorder	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 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.
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