



Music Progression of Skills

PERFORMING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Autumn:</i> Singing 1 (beat, pitch) / Christmas Carols</p> <p>Sing with actions in time with the pulse.</p> <p>Perform as a group.</p> <p>Respond to visual directions.</p> <p>Take turns.</p> <p><i>Spring:</i> Singing 2 (types of voices, rests, instruments).</p> <p>Follow rests.</p> <p>Perform in small groups and in pairs.</p>	<p><i>Autumn:</i></p> <p>Perform in class assemblies.</p> <p><i>Duration</i></p> <p>Play long and short sounds.</p> <p>Start developing playing techniques on untuned percussion instruments.</p> <p>Accompany a song combining beats of different length.</p> <p>Keep to the beat.</p> <p>Explore percussion sounds to enhance story telling.</p>	<p><i>Autumn:</i></p> <p>Perform in school concerts and music assemblies.</p> <p><i>Duration</i></p> <p>Improve ensemble playing skills as a whole class with awareness of balance.</p> <p>Improve playing techniques on untuned percussion instruments.</p> <p>Combine melody and rhythm.</p> <p><i>Christmas Carols</i></p>	<p><i>Autumn:</i> Rhythmic patterns</p> <p>Combine rhythmic and melodic ostinato.</p> <p>Improve ensemble skills.</p> <p><i>Christmas Carols</i></p> <p><i>Spring 1:</i> Descriptive music</p> <p>Play melodies with an F# (D-G).</p> <p>Play rhythms with dotted crotchets and single quavers.</p>	<p><i>Autumn:</i> Bb Programme (HMS)</p> <p>Develop trumpet or clarinet skills (mouth and hands position, fingering).</p> <p>Play melodies of 5 notes (C-G).</p> <p>Play pieces in simple time signatures.</p> <p><i>Christmas Carols</i></p> <p><i>Spring:</i> Bb Programme (HMS)</p> <p>Play melodies of 7 notes (incl. low B, low A).</p>	<p><i>Autumn:</i></p> <p>Perform a range of repertoire pieces and arrangements and form mixed ensembles, including a school orchestra, guitar ensemble, wind band, rock band.</p> <p><i>Rounds</i></p> <p>Accompany a round combining a melody on C scale and its rhythm.</p> <p>Accompany a round with the F major and Dm chords (triads) and with broken chords (Alberti bass).</p>	<p><i>Autumn:</i> Music Foundations / Rounds</p> <p>Accompany a four-part round with the melody, a melodic ostinato, a rhythmic ostinato, chords (D, Em) and bass line.</p> <p><i>Christmas Carols</i></p> <p><i>Spring:</i> Latin American Music</p> <p>Play a melody with syncopated rhythms.</p> <p>Play confidently from rhythmic scores up to four parts.</p>

<p>Accompany songs on untuned percussion instruments (beat and during rests).</p> <p>Start and stop at the right time.</p> <p><i>Summer: Singing 3 (rhythm, notation).</i></p> <p>Sing with rhythm actions.</p> <p>Perform independently.</p>	<p><i>Christmas Carols</i></p> <p><i>Spring 1: Pulse and Rhythm</i></p> <p>Walk, move and clap a steady beat with others, changing the speed of the beat.</p> <p>Play rhythmic repeated patterns (ostinati) to a steady beat.</p> <p>Respond to pulse through movement and dance.</p> <p>Perform word rhythms.</p> <p>Add rhythmic accompaniments to songs.</p> <p>Improve ensemble playing skills.</p> <p><i>Spring 2: Pitch</i></p> <p>Play simple melodies (C-G).</p> <p>Respond to pitch changes with actions.</p> <p>Start developing ensemble playing skills as a whole class.</p>	<p><i>Spring 1: Pulse and Rhythm</i></p> <p>Combine beat and rhythm.</p> <p>Combine repeated rhythmic patterns (ostinati).</p> <p>Combine the rhythm of a song with a rhythmic ostinato.</p> <p><i>Spring 2: Pitch</i></p> <p>Play simple melodies (G-E') on xylophones.</p> <p>Play a two-note drone (C and G) accompaniment to a song.</p> <p>Combine melody, drone and beat.</p> <p>Improve playing skills on pitched classroom instruments.</p> <p><i>Summer: Timbre, Tempo, Dynamics</i></p> <p>Combine layers of descriptive sounds on untuned percussion instruments.</p>	<p><i>Spring 2: Pentatonic Scales</i></p> <p>Combine melody, beat, repeated rhythmic patterns and drone.</p> <p><i>Summer: Recorder skills</i></p> <p>Develop recorder playing technique (breathing, tonguing, fingering).</p> <p>Play melodies using a small range of notes (B, A, G, C).</p> <p>Improve ensemble skills.</p> <p>Perform as a whole class or in small groups.</p> <p>Play in time with the backing tracks.</p> <p>Follow dynamics.</p> <p>Follow leader's visual cues.</p>	<p>Play pieces in compound time.</p> <p>Respond to simple dynamic indications.</p> <p>Play pieces at changing speeds.</p> <p><i>Summer: Bb Programme (HMS)</i></p> <p>Play melodies of 7-10 notes (incl. low G, Eb, Bb).</p> <p>Play melodies with ties and dotted rhythms.</p> <p>Perform in a concert a range of pieces and styles.</p>	<p>Play a melody of two phrases in D minor.</p> <p>Accompany a three-part round with a calypso rhythmic pattern, a melodic ostinato and triads (C major, F major and G major).</p> <p><i>Christmas Carols</i></p> <p><i>Spring: African Music / Indian Music</i></p> <p>Play by ear rhythmic syncopated pattern.</p> <p>Engage with others through ensemble playing, taking on melody or accompaniment roles (chords, single-note bass line, rhythmic patterns) and with awareness of own contribution.</p>	<p>Engage with others through ensemble playing and perform confidently and with expression.</p> <p><i>Summer: Blues</i></p> <p>Accompany a melody using block chords (I, IV, V) or a bass line.</p>
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	<p>Use the voice in different ways.</p> <p><i>Summer:</i> <i>Timbre, Tempo, Dynamics</i></p> <p>Follow simple structures.</p> <p>Combine layers of sound.</p>				<p><i>Summer:</i> <i>Melodic Composition</i></p> <p>Play melodies, following staff notation and using notes within the Middle C-C' range initially as a whole class and then in smaller groups/pairs.</p>	
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COMPOSING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Autumn:</i> <i>Singing 1 (beat, pitch) / Christmas Carols</i> (n/a)</p> <p><i>Spring:</i> <i>Singing 2 (types of voices, rests, instr/nts)</i></p> <p>Invent pulse actions Invent words or sounds in a rest</p> <p><i>Summer:</i> <i>Singing 3 (rhythm, notation)</i> (as above)</p>	<p><i>Autumn:</i> <i>Duration</i></p> <p>Explore descriptive vocal and instrumental sequences of long and short sounds to enhance story telling.</p> <p><i>Christmas Carols</i> (n/a)</p> <p><i>Spring 1:</i> <i>Pulse and Rhythm</i></p> <p>Invent, retain, and recall rhythm patterns.</p> <p>Improvise a 4-beat rhythmic pattern.</p>	<p><i>Autumn:</i> <i>Duration</i> (n/a)</p> <p><i>Christmas Carols</i> (n/a)</p> <p><i>Spring:</i> <i>Pulse and Rhythm</i></p> <p>Compose word rhythms of four beats.</p> <p><i>Pitch</i></p> <p>Improvise a 4-beat melody on 3 notes.</p> <p><i>Summer:</i> <i>Timbre, Tempo, Dynamics</i></p>	<p><i>Autumn:</i> <i>Rhythmic patterns</i></p> <p>Compose 4-beat rhythms.</p> <p>Compose rhythmic ostinati based on spoken words.</p> <p><i>Christmas Carols</i> (n/a)</p> <p><i>Spring:</i> <i>Descriptive music</i></p> <p>Compose rising and falling phrases of four bars using letter names (C-E) and note values (minims, crotchets,</p>	<p><i>Spring:</i> <i>Bb Programme (HMS)</i></p> <p>Improvise 8-beat melodies on 5 notes.</p>	<p><i>Autumn:</i> <i>Rounds</i></p> <p>Arrange a group performance of a 3-part round accompanied on tuned and untuned percussion instruments.</p> <p><i>Spring:</i> <i>African Music / Indian Music</i></p> <p>Rhythmic improvisation over cyclic rhythmic patterns.</p> <p>Improvise freely over a drone using tuned</p>	<p><i>Autumn:</i> <i>Music Foundations</i> (n/a)</p> <p><i>Rounds</i></p> <p>Compose a two-part round, incorporate rhythmic variety and notate.</p> <p>Melodic composition over a two-chord sequence (4-bar phrase).</p> <p><i>Spring:</i> <i>Latin American Music</i> (n/a)</p>

	<p><i>Spring 2:</i> <i>Pitch</i></p> <p>Create a graphic score of an 8-beat melody using letter names (C-F).</p> <p>Use pitch descriptively responding to story cards as a visual stimulus.</p> <p><i>Summer:</i> <i>Timbre, Tempo, Dynamics</i></p> <p>Select and combine musical elements to create sound effects.</p>	<p>Create sound pictures on untuned percussion instruments focusing on timbre, tempo and dynamics.</p> <p>Improvise vocally and on untuned percussion instruments in response to a pictorial score.</p> <p>Combine layers of descriptive sounds.</p>	<p>paired quavers, 4/4 time signature). Compose music to represent sequences of movement focusing on timbre, tempo, dynamics, rhythm.</p> <p><i>Pentatonic scales</i></p> <p>Improvise 8-beat melodies on the C pentatonic scale.</p> <p><i>Summer:</i> <i>Recorder skills</i></p> <p>Improvise 8-beat melodies on B, A, G, C.</p>		<p>percussion instruments. Improvise responding to the beat and experimenting with tempo and dynamics.</p> <p><i>Summer:</i> <i>Melodic Composition</i></p> <p>Compose three 8-beat themes for a piece in rondo form.</p>	<p><i>Summer:</i> <i>Blues</i></p> <p>Extend improvised melodies beyond 8 beats.</p>
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SINGING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Autumn:</i> Sing in class assemblies</p> <p><i>Singing 1</i> (beat, pitch) Sing songs with two notes (so/mi).</p> <p>Sing call and response and partner songs.</p> <p>Sing in high/low pitch.</p>	<p><i>Autumn:</i> Sing in class and music assemblies.</p> <p>Respond to simple visual directions.</p> <p><i>Duration</i></p> <p>Create vocal sound effects (i.e. fireworks).</p>	<p><i>Autumn:</i> <i>Duration</i></p> <p>Sing with increasing vocal control (pitch and rhythmic accuracy, breathing).</p> <p>Sing with clear diction.</p>	<p><i>Autumn:</i></p> <p>Perform as a choir in school concerts.</p> <p>Sing songs in different time signatures (2, 3, 4, time).</p> <p>Sing an increasing number of songs from memory.</p>	<p><i>Autumn / Spring / Summer:</i> <i>Bb Programme (HMS)</i></p> <p>Sing with pitch and rhythmic accuracy while changing dynamics gradually.</p> <p>Sing with increasing awareness of phrasing.</p>	<p><i>Autumn:</i></p> <p>Sing repertoire with simple second part to introduce vocal harmony.</p> <p>Sing with appropriate style.</p>	<p><i>Autumn:</i></p> <p>Sing with a focus on balance between parts and vocal independence.</p> <p><i>Music Foundations</i> (n/a)</p>

<p>Sing loudly/quietly.</p> <p>Sing songs at different tempi.</p> <p>Sing with actions on the beat.</p> <p>Sing as a group.</p> <p><i>Christmas Carols</i></p> <p>Sing in time with the piano.</p> <p>Sing from memory.</p> <p><i>Spring: Singing 2</i> (types of voices, rests, instr/nts)</p> <p>Sing songs with three notes (so/mi/la).</p> <p>Perform rhymes.</p> <p>Sing songs with rests.</p> <p>Use different kind of voices (speaking, whispering, singing, thinking).</p> <p>Sing in small groups and in pairs.</p> <p><i>Summer: Singing 3</i> (rhythm, notation)</p>	<p>Sing words clearly. Sing with actions.</p> <p>Sing with a sense of melodic shape and rhythmic accuracy.</p> <p><i>Christmas Carols</i></p> <p>Count in.</p> <p>Sing in time with the piano/backing track.</p> <p><i>Spring: Pulse and Rhythm</i> (as above)</p> <p><i>Pitch</i> (as above)</p> <p><i>Summer: Timbre, Tempo, Dynamics</i> (as above)</p> <p>Sing call and response songs and word-pattern chants.</p> <p><i>Pitch</i> Use high, low, middle voices.</p> <p><i>Timbre, Tempo, Dynamics</i> (as above)</p>	<p><i>Christmas Carols</i></p> <p>Count in. Sing in time with the piano/backing track.</p> <p>Follow dynamic and tempo indications.</p> <p><i>Spring: Pulse and Rhythm</i> (as above)</p> <p><i>Pitch</i> (as above)</p> <p><i>Summer: Timbre, Tempo, Dynamics</i> (as above)</p>	<p><i>Rhythmic patterns</i></p> <p>Sing with an awareness of the phrases in a song.</p> <p>Respond to visual directions.</p> <p><i>Christmas Carols</i></p> <p>Sing with pitch accuracy and expression.</p> <p>Understand the importance of posture and breathing.</p> <p>Sing with expression and changing dynamics.</p> <p><i>Spring:</i></p> <p>Perform as a choir in festivals.</p> <p><i>Descriptive music</i> (as above)</p> <p><i>Pentatonic scales</i></p> <p>Sing pentatonic songs in harmony.</p> <p><i>Summer:</i></p> <p>Sing 2-part rounds .</p> <p><i>Recorder skills</i> (n/a)</p>	<p>Sing repertoire with small and big intervals. Sing with increasing confidence.</p> <p>Sing with a sense of ensemble and performance.</p> <p><i>Rounds</i></p> <p>Sing three-part rounds.</p> <p><i>Christmas Carols</i></p> <p>Sing focusing on phrasing, accurate pitching and appropriate style.</p> <p><i>Spring: African Music / Indian Music</i> (n/a)</p> <p><i>Summer: Melodic Composition</i> (n/a)</p>	<p><i>Rounds</i></p> <p>Sing four-part rounds.</p> <p><i>Christmas Carols</i></p> <p>Sing repertoire with syncopated rhythms.</p> <p><i>Spring: Latin American music</i> (n/a)</p> <p><i>Summer: Blues</i> (n/a)</p>
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Sing at different pitches. Sing with rhythm actions. Sing independently.						
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LISTENING						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Autumn: Singing 1</i> (beat, pitch)</p> <p>Respond to sung instructions with and without words.</p> <p>Identify changes in pitch, tempo, dynamics.</p> <p>Start using simple music vocabulary.</p> <p><i>Christmas Carols</i></p> <p>Sing in time with the piano.</p> <p><i>Spring: Singing 2</i> (types of voices, rests, instr/nts)</p> <p>Recognise rests.</p> <p>Discriminate between song and rhyme.</p>	<p><i>Autumn: Duration</i></p> <p>Identify descriptive sounds.</p> <p>Identify instrumental sounds of different length.</p> <p>Identify accompanying instruments.</p> <p>Carry on building on music vocabulary.</p> <p>Follow musical instructions.</p> <p>Describe how sounds can be made in different ways (i.e. vocalising, clapping, musical instruments/timbre).</p>	<p><i>Autumn: Duration</i></p> <p>Carry on building on music vocabulary.</p> <p>Identify pitch movement.</p> <p><i>Christmas Carols</i></p> <p>Count in.</p> <p>Sing in time with the piano/backing track.</p> <p><i>Spring: Pulse and Rhythm</i> (as above)</p> <p><i>Pitch</i></p> <p>Recognise simple patterns repeated at different pitches.</p>	<p><i>Autumn: Rhythmic patterns</i></p> <p>Recognise note values aurally.</p> <p>Identify repeated patterns.</p> <p><i>Christmas Carols</i></p> <p>Recognise expressive elements.</p> <p><i>Spring: Descriptive music</i></p> <p>Identify pitch movement, instrumentation, tempo, dynamics, sound effects, pitch movement.</p> <p>Use music vocabulary.</p>	<p><i>Autumn: Bb Programme (HMS)</i></p> <p>Identify pulse and simple time signatures.</p> <p>Copy melodic patterns of up to 3 notes.</p> <p><i>Spring: Bb Programme (HMS)</i></p> <p>Identify compound time signatures.</p> <p>Copy melodic patterns of up to 5 notes.</p> <p><i>Summer: Bb Programme (HMS)</i></p> <p>Identify dotted rhythms.</p>	<p><i>Autumn: Rounds</i></p> <p>Identify the melody of a song by ear (C-C').</p> <p>Identify clashes when combining notes from a scale.</p> <p>Recognise the way a round works.</p> <p><i>Spring: African Music / Indian Music</i></p> <p>Identify parts in an ensemble performance (leading, improvising, repeating a pattern, beat).</p> <p>Compare different kinds of music.</p>	<p><i>Autumn: Music Foundations</i></p> <p>Recognise the difference between 3/4 and 4/4 time signatures.</p> <p><i>Rounds</i></p> <p>Recognise harmony / dissonance.</p> <p>Figure out a melody by ear on D major scale.</p> <p>Recognise major/minor chords and scales.</p> <p><i>Spring: Latin American Music</i></p> <p>Identify and describe melodic and rhythmic accompaniments.</p>

<p>Respond to musical signals without words.</p> <p><i>Summer:</i> <i>Singing 3</i> (rhythm, notation)</p> <p>Recognise songs by their rhythm.</p>	<p>Listen with concentration and internalise and recall sounds.</p> <p><i>Christmas Carols</i></p> <p>Count in.</p> <p>Sing in time with the piano/backing track.</p> <p><i>Spring:</i> <i>Pulse and Rhythm</i></p> <p>Identify simple repeated rhythmic patterns (ostinati).</p> <p>March to the beat recognising tempo changes.</p> <p>Discriminate between beat and rhythm.</p> <p><i>Pitch</i></p> <p>Identify high and low pitch and pitch movement.</p> <p>Respond to pitch changes with actions.</p> <p><i>Summer:</i> <i>Timbre, Tempo, Dynamics</i></p>	<p>Recognise intervals (step movement vs. bigger leaps). Identify repeated notes (drone).</p> <p><i>Summer:</i> <i>Timbre, Tempo, Dynamics</i></p> <p>Describe musical elements using music vocabulary.</p>	<p>Recognise how the musical elements are used expressively.</p> <p><i>Pentatonic scales</i></p> <p>Identify a pentatonic melody by ear.</p> <p>Listen with attention to detail and increasing aural memory.</p> <p><i>Summer:</i> <i>Recorder skills</i></p> <p>Work on the quality of recorder sound (breathing, tonguing).</p> <p>Copy stepwise melodic phrases of up to four notes.</p>		<p>Extend music vocabulary.</p> <p><i>Summer:</i> <i>Melodic Composition</i></p> <p>Identify and compare musical elements (timbre, rhythm, melody, structure, dynamics, tempo, silence) using music vocabulary.</p> <p>Recognise how purpose affects the way music is created.</p> <p>Identify rondo form.</p>	<p>Analyse and compare musical elements.</p> <p>Explain where and when a piece might have been composed.</p> <p><i>Summer:</i> <i>Blues</i></p> <p>Identify the 12-bar blues chord sequence Identify improvisation.</p> <p>Recognise C Blues scale and riffs.</p> <p>Analyse how music reflects the contexts in which it is created, performed and heard.</p>
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	Use descriptive vocabulary (i.e. longer, slower, louder, lower).					
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APPRAISING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Follow musical instructions.	Take account of musical instructions. Express own ideas and feelings about music.	Improve own work.	Improve own work and comment on intended effect.	Suggest improvements to own and other's work.	Suggest improvements to own and other's work, commenting on how intentions have been achieved.	Refine and improve own work (make small adjustments).

READING MUSIC NOTATION

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Autumn:</i> Singing 1 (beat, pitch) / Christmas Carols</p> <p>Use hand movements for pitch movement</p> <p><i>Spring:</i> Singing 2 (types of voices, rests, instr/nts) (as above)</p> <p><i>Summer:</i> Singing 3 (rhythm, notation)</p>	<p><i>Autumn:</i> Duration</p> <p>Follow a pictorial score.</p> <p>Read semibreves, minims, crotchets, paired quavers.</p> <p><i>Christmas Carols</i> (n/a)</p> <p><i>Spring:</i> Pulse and Rhythm</p>	<p><i>Autumn:</i> Duration</p> <p>Represent sequences of short and long sounds with symbols.</p> <p>Respond to word rhythms with symbols.</p> <p>Read crotchet rests.</p> <p>Read short rhythmic phrases at sight from prepared cards.</p>	<p><i>Autumn:</i> Rhythmic patterns</p> <p>Read rhythmic notation (semibreves, minims, crotchets, paired quavers).</p> <p><i>Christmas Carols</i> (n/a)</p> <p><i>Spring:</i> Descriptive music</p> <p>Read dotted minims and crotchets.</p>	<p><i>Autumn:</i> Bb Programme (HMS)</p> <p>Read simple pitch notation (C-G).</p> <p>Read semibreves, minims, crotchets, paired quavers, rests.</p> <p>Understand simple time signatures.</p> <p><i>Christmas Carols</i> (n/a)</p>	<p><i>Autumn:</i> Rounds</p> <p>Read and play from notation four-bar phrases (C-C').</p> <p><i>Christmas Carols</i> (n/a)</p> <p><i>Spring:</i> African Music / Indian Music</p> <p>Read quavers grouped with semiquavers.</p>	<p><i>Autumn:</i> Music Foundations / Rounds</p> <p>Read confidently staff notation from Middle C to high G'.</p> <p>Read dotted quavers.</p> <p>Understand 2/4 and 3/4 time signature.</p> <p><i>Christmas Carols</i> (n/a)</p>

<p>Follow a graphic score for the beat</p>	<p>Start reading short rhythmic phrases from prepared cards.</p> <p><i>Pitch</i> Match pitch movement to dot notation.</p> <p>Recognise pitch movement on one stave music score.</p> <p>Use note names</p> <p><i>Summer: Timbre, Tempo, Dynamics</i></p> <p>Follow a graphic score for timbre, dynamics and structure.</p>	<p><i>Christmas Carols</i> (n/a)</p> <p><i>Spring: Pulse and Rhythm</i></p> <p>Apply word chants to rhythms.</p> <p><i>Pitch</i> Relate symbols to pitch movement.</p> <p><i>Summer: Timbre, Tempo, Dynamics</i></p> <p>Follow a pictorial score for timbre, tempo, dynamics and structure.</p>	<p>Understand F# and 4/4 time signature.</p> <p><i>Pentatonic scales</i></p> <p>Read staff notation (E-F').</p> <p><i>Summer: Recorder skills</i></p> <p>Read staff notation (B, A, G, C).</p>	<p><i>Spring: Bb Programme (HMS)</i></p> <p>Read simple pitch notation (low A to G). Read semiquavers and syncopated rhythms.</p> <p>Follow dynamic indications.</p> <p><i>Summer: Bb Programme (HMS)</i></p> <p>Read simple pitch notation (low G to G, Eb, Bb).</p> <p>Read dotted crotchets and rhythms with ties.</p>	<p><i>Summer: Melodic Composition</i></p> <p>Notate melodic compositions.</p>	<p><i>Spring: Latin American Music</i></p> <p>Read confidently from rhythmic scores up to four parts.</p> <p><i>Summer: Blues</i></p> <p>Read the C Blues scale and riffs.</p>
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