

Music Progression of Skills

Curriculum Intent: To create a memorable curriculum that builds upon prior learning whilst moving knowledge and skills forward and is based upon robust assessments.

Subject Intent: Music should provide children with opportunities to discover a lifelong love of Music.

Year Group	Music Skills			
	Listening/Appraising	Composition and improvisation	Performing Singing and Playing	Key Vocabulary
EYFS	<p>(Listen and Respond)</p> <p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Activity A: Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Activity B: Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Activity C: High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>Activity D: Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>Extension Activity: Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p>	<p>Singing: nursery rhymes and action songs - building to singing and playing</p> <p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p> <p>Playing Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about it.</p>	<p>Pulse, rhythm, pitch, high sounds, low sounds, fast; slow; loud; quiet</p>

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Year 1	<p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs.</p> <p>Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks.</p> <p>Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.</p> <p>Dance to each style or move to the pulse – be “In The Groove!”</p> <p>Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer.</p> <p>Express a simple opinion about a piece of music</p> <p>‘Join in’ with songs as part of the listening activity (whole class)</p>	<p>Improvise: In the lessons and as part of the performance. Most will use C. Some will play C + G.</p> <p>Compose: A simple melody using simple rhythms, and use as part of the performance. Most will use C + D. Some will play C, D + E.</p> <p>Clap rhythms Copy back the rhythms they hear. Clap the rhythm of their name. Clap the rhythm of their favourite food. Make up their own rhythms.</p> <p>Clap the rhythm of their favourite animal. Clap the rhythm of their favourite colour.</p>	<p>Sing: Rap and sing in time to the music. Lead the groups that are rapping and singing. Play instrumental parts.</p> <p>Play accurately and in time as part of the performance.</p> <p>Most will play C. Some will play C + G.</p> <p>Sing together and in time, in all the different styles.</p> <p>Play instrumental parts Play accurately and in time as part of the performance. Most will play C. Some will play C + D.</p> <p>Sing in unison and in two parts.</p> <p>Look back at the recorded performance with the class. What did the children like best? How did it make them feel? How did they feel during the performance?</p>	<p>Instruments: Keyboard, drums, bass, electric guitar, singers, glockenspiel</p> <p>Elements of music: Rhythm, pitch, tempo, dynamics</p> <p>Notation and technical vocabulary: Pulse, rap, improvise, compose, melody, decks, perform, audience, imagination.</p> <p>Genres and style indicators Blues, Baroque, Latin, Irish Folk, Funk, groove</p>

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Year 2	<p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</p> <p>Find the pulse to any other unit songs.</p> <p>Clap the pulse of a song as part of the whole class</p> <p>Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.</p> <p>Recognise all or many of the instruments they can hear.</p> <p>Recognise the style of a song.</p> <p>Recognise that songs sometimes have a question and answer section and a chorus.</p> <p>Express a simple opinion about a piece of music</p>	<p>Find the pulse (a steady heartbeat)</p> <p>March in time with the pulse.</p> <p>Be an animal finding the pulse. Clap rhythms (long + short sounds whilst marching to the pulse)</p> <p>Know that rhythm is different to the pulse. Copy and clap back rhythms. Clap the rhythm of their name. Create simple rhythms themselves. Singing in groups</p> <p>Improvise: In the lessons and the performance. Most will use F. Some will use F + G</p> <p>Compose: A simple melody using simple rhythms, and use as part of the performance. Most will use F, G + A.</p> <p>Compose: A simple melody using simple rhythms, and use as part of the performance. Most will use E + G. Some will use E, G A + B.</p> <p>Clap rhythms (long + short sounds) Clap the rhythm of their name. Clap the rhythm of their favourite colour. Create their own rhythms for the class to copy back.</p>	<p>Play instrumental parts: Play accurately and in time Expected to play: G, A + C. Greater depth: play G, A, B + C.</p> <p>Sing and dance together, in time and using actions.</p> <p>Sing: In two parts.</p> <p>Look back at the recorded performance with the class. What did the children like best? How did it make them feel? How did they feel during the performance?</p>	<p>Instruments: Keyboard, drums, bass, electric guitar, saxophone, trumpet</p> <p>Elements of music: Rhythm, pitch, tempo, dynamics</p> <p>Notation and technical vocabulary: improvise, pulse, compose, melody, audience, perform,</p> <p>Question and answer</p> <p>Genres and Style indicators. <i>Afropop, (South African)</i> <i>Rock</i> <i>Pop</i> <i>Classical</i></p>

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Year 3	<p>Identify the piece's structure, for example: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.</p> <p>Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, female, backing vocals.</p> <p>Find the pulse and identify funky rhythms, tempo changes and dynamics</p> <p>To understand that all compositions contain a pulse.</p> <p>Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?</p> <p>To use some musical terms to describe what I hear</p>	<p>Begin to read music 1 — Musical Activities using glocks. The children: Learn to play and read the notes C, D, E + F.</p> <p>Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance.</p> <p>Using the notes: C, D + E. Using the notes: C, D, E, G + A (pentatonic scale).</p> <p>Record compositions using note blocks</p> <p>Help to create at least one simple melody using up to 3 notes (treble clef basic)</p>	<p>Learn to play these tunes and perform them: Easy E Strictly D Play Your Music Drive Dee Cee's Blues What's Up D-E-F-initely Roundabout March of the Golden Guards Portsmouth</p> <p>The performance will include one or more of the following: Improvisations Instrumental performances Compositions</p> <p>Singing in unison and in simple two parts</p> <p>Demonstrate a good singing posture</p> <p>Play instrumental parts (on the recorder) accurately and in time, as part of the performance.</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards.</p>	<p>Instruments: bass, drums, electric guitar, keyboard, organ, backing vocals</p> <p>Elements of music: Rhythm, pitch, tempo, dynamics, melody, texture, structure</p> <p>Notation and technical vocabulary: Crotchet, minim, semibreve Introduction, verse, chorus, improvise, hook, riff, compose, stave</p> <p>Genres and style indicators Reggae, pentatonic scale, disco</p>

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Year 4	<p>Identify the piece's structure for example: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.</p> <p>Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ.</p> <p>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p> <p>To understand that all compositions contain a pulse and to find the pulse of a piece of music independently.</p> <p>To start to pick out key style indicators of different styles of music.</p>	<p>Revise, play and read the notes C, D, E, F + G.</p> <p>Compose using the notes C, D, E, F + G.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: F, G + A. Using the notes: C, D, F, G + A.</p> <p>Help to create at least one simple melody using up to five notes (treble clef basic)</p> <p>To record compositions using block compositions</p> <p>To show an awareness of notes of different length in their compositions and be able to name them</p>	<p>Singing in unison and in simple two-parts</p> <p>Follow a leader when singing</p> <p>Have an awareness of the pulse internally when singing</p> <p>Play instrumental parts accurately and in time, as part of the performance.</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p>Instruments: bass, drums, piano, electric guitar, keyboard, organ, backing vocals</p> <p>Elements of music: Rhythm, pitch, tempo, dynamics, melody, texture, structure</p> <p>Notation and technical vocabulary: Crotchet, minim, semibreve hook, riff, melody, solo, notation, 'by ear', unison, patterns</p> <p>Genres and style indicators</p> <p><i>Glockenspiel</i> – <i>mixed styles.</i> <i>Gospel</i> <i>Classical</i></p>

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Year 5	<p>Identify the piece's structure, for example: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.</p> <p>To internalise the pulse of any piece of music</p> <p>Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).</p> <p>To recognise music from a variety of genres and cultures</p>	<p>Improvise in the lessons and as part of the performance.</p> <p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: G, A + B. Using the notes: G, A, B, D + E (pentatonic scale)</p> <p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: D, E + F. Using the notes: D, E, F, G + A</p> <p>Improvise in the lessons and as part of the performance. Bronze Challenge: D. Silver Challenge: D + E. Gold Challenge: D, E + F Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D, + E. Using the notes: C, D E, F + G.</p> <p>To begin to secure the understanding of the lengths of different notes, their names and use these in composition</p>	<p>Singing in unison and to sing backing vocals</p> <p>Experience rapping and solo singing</p> <p>Sing with an awareness of being 'in tune'</p> <p>Play instrumental parts accurately and in time as part of the performance.</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards.</p> <p>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it.</p> <p>Children to evaluate performance identifying strengths and 'next steps' using musical vocabulary.</p>	<p>Instruments: Synthesizer, deck, amplifier, brass section,</p> <p>Elements of music: Rhythm, pitch, tempo, dynamics, melody, texture, structure, timbre</p> <p>Notation and technical vocabulary: Crotchet, minim, semibreve, quaver hook, riff, melody, solo, bridge, improvise, unison, compose, cover, backbeat, backing loops, scratching, bass line, ostinato</p> <p>Genres and style indicators Old-school Hip Hop, Rap, funk, soul, groove, rock</p>

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Year 6	<p>Describe the style indicators of the song/music.</p> <p>Describe the structure of the song.</p> <p>Talk about the musical dimensions used in the song.</p> <p>To recognise music from a variety of genres and cultures</p> <p>To internalise the pulse of any piece of music</p> <p>To comment on music by referring explicitly to the elements of music</p>	<p>Improvise in the lessons and as part of the performance.</p> <p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + B. Using the notes: C, E, G, A + B.</p> <p>Improvise in the lessons and as part of the performance. Bronze Challenge: A. Silver Challenge: A + G. Gold Challenge: A, G + E.</p> <p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + E. Using the notes: E, G, A, C + D.</p> <p>Create simple melodies using up to five different notes and rhythms that work musically with the style of the unit song.</p> <p>To create simple compositions using multiple clefs (treble and bass)</p> <p>To have a secure understanding of the lengths of different notes, their names and use them in their compositions.</p> <p>To record compositions using musical stave and notation (named notes on the stave)</p>	<p>Singing in two parts (including backing vocals). Play instrumental parts accurately and in time as part of the performance.</p> <p>Listen to others and be aware how they fit into the group</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it.</p> <p>Children to evaluate performance identifying strengths and 'next steps' using musical vocabulary.</p>	<p>Instruments: Synthesizer, deck, amplifier, brass section,</p> <p>Elements of music: Rhythm, pitch, tempo, dynamics, melody, texture, structure, timbre, dimensions of music</p> <p>Notation and technical vocabulary: Crotchet, minim, semibreve, quaver hook, riff, melody, solo, bridge, improvise, cover, producer, interlude, syncopation, ostinato</p> <p>Genres and style indicators Motown, Neo Soul, groove, ballad, jazz, bossa nova, funk, blues, urban gospel</p>