



## Progression of Skills in Music

### Early Years Progression for Music

The teaching of musical skills and knowledge begins in Early Years at Hipsburn Primary School as part of the Expressive Art and Design curriculum. Alongside this progression grid, effective communication and language skills are an essential part of artistic development for our youngest learners.

<b>Preschool 1</b> (2-3yr olds)	<b>Preschool 2</b> (3-4yr olds)	<b>Reception</b>
<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> <li>• Explore a range of soundmakers and instruments and play them in different ways.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>



## Progression of Skills in Music

Singing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Simple songs, chants and rhymes.</li> <li>• Collective singing of songs with a small range.</li> <li>• Call and response songs.</li> </ul>	<p>In addition to Year 1</p> <ul style="list-style-type: none"> <li>• Sing with vocal control songs with a small pitch range.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow).</li> <li>• Respond to leader's directions (crescendo, diminuendo, pause).</li> </ul>	<p>In addition to KS1</p> <ul style="list-style-type: none"> <li>• Sing a wider range of unison songs of varying style and structure.</li> <li>• Sing tunefully and with expression.</li> <li>• Perform actions confidently and in time to a range of action songs.</li> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Perform as a choir in school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a broad range of unison songs with the range of an octave.</li> <li>• Sing with accurate pitching and following directions for crescendo and diminuendo.</li> <li>• Sing rounds or partner songs in different time signatures.</li> <li>• Sing repertoire with small and large leaps as well as introducing a second part for vocal harmony.</li> <li>• Perform a range of songs in school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs from an extended repertoire with a sense of ensemble and performance (phrasing, pitching and style).</li> <li>• Sing with accurate pitching and following directions for crescendo and diminuendo.</li> <li>• Sing three part rounds, partner songs and verse/chorus structure.</li> <li>• Sing repertoire with small and large leaps as well as introducing a second part for vocal harmony.</li> <li>• Sing in school performance opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs as part of a choir that involve syncopation.</li> <li>• Sing with accurate pitching and following directions for crescendo and diminuendo.</li> <li>• Sing four part rounds experimenting with the position of singers.</li> <li>• Sing repertoire with small and large leaps as well as introducing a second part for vocal harmony.</li> <li>• Perform to a wider audience.</li> </ul> <p>ap</p>



## Progression of Skills in Music

Listening					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.					
Composing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Improvise simple vocal chants using question and answer phrases.</li> <li>• Compose in response to a story using sound effects or short sequences of sound.</li> <li>• Create a rhythm pattern.</li> <li>• Create a pitch pattern.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Recognise how graphic notation can represent created sounds and create own symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise question and answer phrases to create a musical conversation.</li> <li>• Create music in response to a non-musical stimulus.</li> <li>• Create a rhythm pattern.</li> <li>• Create a pitch pattern.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Use graphic symbols, dot notation and stick notation to record ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise across a range of instruments, a short "on the spot" response with a limited note range.</li> <li>• Compose song accompaniments using known rhythms and note values.</li> <li>• Combine known rhythmic notation with letters names to create rising/falling 3 note phrases.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise on the instrument they are learning including legato and staccato.</li> <li>• Make decisions about the overall structure of the improvisation.</li> <li>• Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> <li>• Create music for a specific mood.</li> <li>• Introduce major and minor chords.</li> <li>• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches</li> <li>• Capture and record creative ideas using graphic symbols, rhythm notation and</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise freely over a drone, developing sense of shape and character.</li> <li>• Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape</li> <li>• Improvise using a wider range of dynamics.</li> <li>• Compose question and answer phrases in either C major or A minor with added rhythm or chord accompaniment.</li> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>• Compose a short ternary form piece.</li> <li>• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches</li> </ul>	<ul style="list-style-type: none"> <li>• Improvisations include multiple sections, repetition and contrast.</li> <li>• Extend improvised melodies to over 8 beats with a sense of shape.</li> <li>• Use chord changes as part of an improvised sequence.</li> <li>• Compose question and answer phrases in either C major or A minor with added rhythm or chord accompaniment.</li> <li>• Compose a short ternary form piece using music software.</li> <li>• Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Notate this melody.</li> <li>• Capture and record creative ideas using graphic symbols, rhythm notation and</li> </ul>



## Progression of Skills in Music

			time signatures, staff notation or technology.	<ul style="list-style-type: none"> <li>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> </ul>	time signatures, staff notation or technology.
Musicianship					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Walk, clap or move to a steady beat.</li> <li>Change the speed of the beat as the tempo changes.</li> <li>Use body percussion and classroom percussion.</li> <li>Play rhythmic ostinati.</li> <li>Play short pitched patterns.</li> <li>Respond to pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Mark the beat of a listening piece by tapping and clapping.</li> <li>Recognise tempo and tempo changes.</li> <li>Understand that the speed of the beat can change (tempo).</li> <li>Understand beat groupings in familiar music.</li> <li>Use body percussion and classroom percussion.</li> <li>Play rhythmic ostinati.</li> <li>Play short pitched patterns.</li> <li>Respond to pulse.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Develop skills in playing a melodic instrument.</li> <li>Play and perform melodies with a small range following staff notation.</li> <li>Use listening skills to order phrases using dot notation.</li> <li>Copy stepwise melodic phrases accurately and solo.</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>Know the stave, lines and spaces and clef with dot notation to show higher/lower pitch.</li> <li>Know crotchets and paired quavers.</li> <li>Apply word chants to rhythms linking syllable to note value.</li> </ul>	<p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>Develop facility in the basic skills of a selected musical instrument over a sustained period. (WCIT)</li> <li>Play and perform melodies from staff notation using a small range.</li> <li>Perform in two or more parts from simple notation.</li> <li>Identify static and moving parts.</li> <li>Copy short melodic phrases using the pentatonic scale.</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>Know minims, crotchets, paired quavers and rests.</li> <li>Read and perform pitch notation within a small range.</li> <li>Follow and perform simple rhythmic scores to a beat.</li> </ul>	<p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>Develop facility in the basic skills of a selected musical instrument over a sustained period. (WCIT)</li> <li>Play and perform melodies written on one stave using an octave range.</li> <li>Perform in two or more parts from simple notation.</li> <li>Identify static and moving parts.</li> <li>Develop playing by ear on tuned instruments.</li> <li>Understand how triads are formed and perform chordal accompaniments.</li> <li>Perform a range of repertoire and arrangements in mixed ensembles.</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>Know semibreves and semiquavers.</li> </ul>	<p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>Develop facility in the basic skills of a selected musical instrument over a sustained period. (WCIT)</li> <li>Make decision about dynamic range.</li> <li>Perform in two or more parts from simple notation.</li> <li>Identify static and moving parts.</li> <li>Develop playing by ear on tuned instruments.</li> <li>Accompany a melody using block chords or a bass line.</li> <li>Engage with others through ensemble making.</li> <li>All previous note values and equivalent rests.</li> <li>Develop skills to read and perform pitch notation within an octave.</li> <li>Read and play confidently from scores</li> </ul>



## Progression of Skills in Music

			<ul style="list-style-type: none"> <li>Maintain individual parts accurately within a rhythmic texture with a sense of ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Read and perform pitch notation within an octave.</li> <li>Understand the difference between 2/3, 3/4 and 4/4 time signatures.</li> <li>Read and perform short rhythmic phrases at sight.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>up to 4 parts with known rhythm and note durations.</li> <li>Read and play from notation a 4 bar phrase.</li> </ul>
Rhythm & Pitch					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Perform call and response rhythms.</li> <li>Perform short repeated patterns.</li> <li>Perform word pattern chants.</li> <li>Recognise high and low sounds.</li> <li>Follow pictures to guide singing or playing.</li> </ul>	<ul style="list-style-type: none"> <li>Perform call and response rhythms.</li> <li>Create rhythms using word phrases as a starting point.</li> <li>Read and respond to chanted rhythm patterns and represent them with stick notation (crotchets, quavers and crotchet rests)</li> <li>Create and perform their own chanted rhythm pattern using stick notation.</li> <li>Play singing games using the so-mi interval.</li> <li>Sing short phrases independently within a game or short song.</li> <li>Respond to pitch changes in melodic</li> </ul>				



## Progression of Skills in Music

	<p>phrases indicating with actions.</p> <ul style="list-style-type: none"><li>• Recognise dot notation and match to 3-note tunes.</li></ul>				
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## Progression of Skills in Music

### **National Curriculum Aims:**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Key Stage 1 National Curriculum Expectations:**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Key Stage 2 National Curriculum Expectations:**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.