


## Progression of Skills in Music

	Years 1 and 2	Years 3 and 4	Years 5 and 6
<b>Singing songs with control and using the voice expressively.</b>	<ul style="list-style-type: none"> <li>To find their singing voice and use their voices confidently.</li> <li>Sing a melody accurately at their own pitch.</li> <li>Sing with a sense of awareness of pulse and control of rhythm.</li> <li>Recognise phrase lengths and know when to breathe.</li> <li>Sing songs expressively.</li> <li>Follow pitch movements with their hands and use high, low and middle voices.</li> <li>Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>Sing with an awareness of other performers.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Sing with confidence using a wider vocal range.</li> <li>Sing in tune.</li> <li>Sing with awareness of pulse and control of rhythm.</li> <li>Recognise simple structures. (Phrases).</li> <li>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>Sing songs and create different vocal effects.</li> <li>Understand how mouth shapes can affect voice sounds.</li> <li>Internalise sounds by singing parts of a song 'in their heads.'</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with increasing control of breathing, posture and sound projection.</li> <li>Sing songs in tune and with an awareness of other parts.</li> <li>Identify phrases through breathing in appropriate places.</li> <li>Sing with expression and rehearse with others.</li> <li>Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> </ul>
<b>Listening, Memory and Movement.</b>	<ul style="list-style-type: none"> <li>Recall and remember short songs and sequences and patterns of sounds.</li> <li>Respond physically when performing, composing and appraising music.</li> <li>Identify different sound sources.</li> <li>Identify well-defined musical features.</li> </ul>	<ul style="list-style-type: none"> <li>Identify melodic phrases and play them by ear.</li> <li>Create sequences of movements in response to sounds.</li> <li>Explore and chose different movements to describe animals.</li> <li>Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> </ul>	<ul style="list-style-type: none"> <li>Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>Create dances that reflect musical features.</li> <li>Identify different moods and textures.</li> <li>Identify how a mood is created by music and lyrics.</li> <li>Listen to longer pieces of music and identify features.</li> </ul>

## Progression of Skills in Music

	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<ul style="list-style-type: none"> <li>Identify phrases that could be used as an introduction, interlude and ending.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<b>Controlling pulse and rhythm</b>	<ul style="list-style-type: none"> <li>Identify the pulse in different pieces of music.</li> <li>Identify the pulse and join in getting faster and slower together.</li> <li>Identify long and short sounds in music.</li> <li>Perform a rhythm to a given pulse.</li> <li>Begin to internalise and create rhythmic patterns.</li> <li>Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise rhythmic patterns.</li> <li>Perform a repeated pattern to a steady pulse.</li> <li>Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>	<ul style="list-style-type: none"> <li>Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>Improvise rhythm patterns.</li> <li>Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>Subdivide the pulse while keeping to a steady beat.</li> </ul>
<b>Exploring sounds, melody and accompaniment.</b>	<ul style="list-style-type: none"> <li>To explore different sound sources.</li> <li>Make sounds and recognise how they can give a message.</li> <li>Identify and name classroom instruments.</li> <li>Create and chose sounds in response to a given stimulus.</li> <li>Identify how sounds can be changed.</li> <li>Change sounds to reflect different stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways sounds are used to accompany a song.</li> <li>Analyse and comment on how sounds are used to create different moods.</li> <li>Explore and perform different types of accompaniment.</li> <li>Explore and select different melodic patterns.</li> <li>Recognise and explore different combinations of pitch sounds.</li> </ul>	<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</p>











## Progression of Skills in Music

	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>		
<b>Control of instruments</b>	<ul style="list-style-type: none"> <li>Play instruments in different ways and create sound effects.</li> <li>Handle and play instruments with control.</li> <li>Identify different groups of instruments.</li> <li>Play tuned and untuned instruments musically</li> </ul>	<ul style="list-style-type: none"> <li>Identify and recall rhythmic and melodic patterns.</li> <li>Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>	<ul style="list-style-type: none"> <li>Improvise rhythm patterns.</li> <li>Perform an independent part keeping to a steady beat.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>Contribute to the creation of a class composition.</li> </ul> <p>Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</p>	<ul style="list-style-type: none"> <li>Create textures by combining sounds in different ways.</li> <li>Create music that describes contrasting moods/emotions.</li> <li>Improvise simple tunes based on the pentatonic scale.</li> <li>Compose music in pairs and make improvements to their own work.</li> <li>Create an accompaniment to a known song.</li> <li>Create descriptive music in pairs or small groups.</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Identify different starting points for composing music.</li> <li>Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>Write lyrics to a known song.</li> <li>Compose a short song to own lyrics based on everyday phrases.</li> <li>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul>
<b>Reading and writing notation</b>	<ul style="list-style-type: none"> <li>Perform long and short sounds in response to symbols.</li> <li>Create long and short sounds on instruments.</li> <li>Play and sing phrase from dot notation.</li> <li>Record their own ideas.</li> <li>Make their own symbols as part of a class score.</li> <li>Use and understand staff and other musical notations</li> </ul>		<ul style="list-style-type: none"> <li>Perform using notation as a support.</li> <li>Sing songs with staff notation as support.</li> <li>Use and understand staff and other musical notations</li> </ul>
<b>Performance skills</b>			

## Progression of Skills in Music

	<ul style="list-style-type: none"> <li>Perform together and follow instructions that combine the musical elements.</li> </ul>	<ul style="list-style-type: none"> <li>Perform in different ways, exploring the way the performers are a musical resource.</li> <li>Perform with awareness of different parts.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>Present performances effectively with awareness of audience, venue and occasion.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>
<b>Evaluating and appraising</b>	<ul style="list-style-type: none"> <li>Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how music can reflect different intentions.</li> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>Improve their work through analysis, evaluation and comparison.</li> <li>Develop an understanding of the history of music</li> </ul>
<b>Vocabulary</b>  <b>EYFS – see below</b> <b>chant</b> – singing in unison, with a similar rhythm to speech <b>choir</b> – group of singers <b>orchestra</b> – a large group of instruments, usually classical <b>band</b> - Playing/singing/performing together. <b>pulse</b> – the constant beat in a piece of music 'heartbeat' <b>chorus</b> - A repeated section in a song which gives the main message.	<b>backing</b> - The accompaniment to a song. <b>beat</b> - unit of rhythm <b>Canon/round</b> – tune that is repeated at regular intervals by different performers, but with different starting times <b>composing</b> -Creating and developing musical ideas and 'mixing' these. <b>duet</b> – two vocalists or instruments <b>dynamics</b> – how loud or quiet a piece of music is <b>ensemble</b> – all instruments in an orchestra or all voices in a choir, playing at once. <b>introduction</b> - Music heard at the beginning of a piece of music <b>lyrics</b> - the words of a song.	<b>a capella</b> - Without accompaniment from musical instruments, ie voices only. <b>chord</b> – 2 or more notes (usually 3) played simultaneously in harmony <b>crescendo</b> – getting louder <b>diminuendo</b> – getting quieter <b>drone</b> – monotonous tone <b>flat</b> – playing a note a semitone lower than the written one <b>forte</b> – loud (f)(ff) <b>harmony</b> – pleasing combination of two or more notes, played in background behind melody <b>major</b> – a happy sounding piece of music <b>minor</b> – a sad sounding piece of music <b>piano</b> – quiet (p)(pp)	<b>accent</b> – where the music is emphasised <b>bar</b> – a regular section on a staff, separated by vertical lines. Contains the beats <b>bridge/middle 8</b> - A short section in a song, before the chorus. <b>chord progression</b> – string of chords played in succession, usually a pattern <b>clef</b> – a symbol on written music, defining what pitch to play the note <b>dissonance</b> - harsh sounds, chords not in harmony <b>downbeat</b> – first beat in a bar <b>key</b> – system of notes based on a key note

## Progression of Skills in Music

		<p><b>melody-</b> tune.</p> <p><b>outro-</b> Short section which bring the song or piece to an end</p> <p><b>performing-</b> Singing and playing instruments for others</p> <p><b>pitch-</b> The range of high and low sounds.</p> <p><b>rest</b> – moment when a note is not played</p> <p><b>rhythm</b> – structured groups of accented and unaccented beats</p> <p><b>riff-</b> A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.</p> <p><b>solo-</b> An Italian word used to describe playing/singing/performing on our own.</p> <p><b>style-</b> the type of music,</p> <p><b>tempo</b> – speed of a piece</p> <p><b>timbre-</b> the quality and character of the sound</p> <p><b>unison</b> – playing or singing the same notes simultaneously</p> <p><b>verse</b> a section in a song which has the same tune but different words.</p>		<p><b>octave</b> – 8 full tones above the key note. Start and end of a scale</p> <p><b>scale</b> – successive notes of a key, ascending or descending</p> <p><b>sharp</b> – note to be raised by a semitone</p> <p style="text-align: center;"><u>Tempo markings</u></p> <p><b>allegro</b> – quick and lively</p> <p><b>andante</b> – relaxed and flowing</p> <p><b>largo</b> – slow and broad</p> <p style="text-align: center;"><u>Note lengths</u></p> <p> <b>Semibreve</b> – 4 beats</p> <p> <b>Minim</b> – 2 beats</p> <p> <b>Crotchet</b> – 1 beat</p> <p> <b>Quaver</b> – ½ beat</p> <p> <b>Semiquaver</b> – ¼ beat</p> <p style="text-align: center;"><u>Rest lengths</u></p> <p> <b>Semibreve rest</b> – 4 beats</p> <p> <b>Minim rest</b> – 2 beats</p> <p> <b>Crotchet rest</b> – 1 beat</p> <p> <b>Quaver rest</b> – ½ beat</p> <p> <b>Semiquaver rest</b> – ¼ beat</p>	<p><b>key signature</b> – the flats and sharps at the beginning of each line, to be played throughout the piece music</p> <p><b>notation</b> – a method of writing music</p> <p><b>off beat</b> – the unaccented beat</p> <p><b>slur</b> – a curve over notes, suggesting that it is slurred together</p> <p><b>staccato</b> – short, sharp notes</p> <p><b>staff</b> – five horizontal lines on which notes are written</p> <p><b>time signature</b> – how many beats to a bar</p> <p><b>treble clef</b> – begins at middle c below the staff</p> <p><b>vibrato</b> – quickly alternating between two notes – a wobbly sound</p> <p><b>back beat</b> - Beats 2 and 4 in a drum-line or if we are clapping along with the music.</p> <p style="text-align: center;"><u>Tempo markings</u></p> <p><b>adagio</b> – slow and calm</p> <p><b>lento</b> – slow</p> <p><b>moderato</b> – a reasonable pace</p> <p><b>rit. (ritardando)</b> – slowing the tempo (also <b>ral. (rallentando)</b>)</p> <p><b>presto</b> – quick and lively</p> <p><b>prestissimo</b> – extremely quick</p>		
	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

## Progression of Skills in Music

<b>Encounters with Composers and Performers</b>	<ul style="list-style-type: none"> <li>Tchaikovsky – Sleeping Beauty</li> </ul>	<ul style="list-style-type: none"> <li>Rimsky-Korsakov – Flight of the Bumblebee</li> <li>Vaughan Williams – Wasps Overture</li> <li>Purcell – Dido's Lament</li> <li>Bernstein – Mambo</li> <li>Andrew – No Place Like</li> <li>Vivaldi – The Four Seasons</li> </ul>	<ul style="list-style-type: none"> <li>Saint-Saëns - Carnival of the Animals</li> <li>Kats-Chenin – Eliza Aria</li> </ul>	<ul style="list-style-type: none"> <li>Saint-Saëns - Dance Macabre</li> <li>Meredith – Connect It</li> <li>Hérold – Clog Dance</li> <li>Bizet - Carmen</li> <li>Mendelssohn – Hebrides Overture</li> <li>Prokofiev - Peter and the Wolf</li> <li>Britten – A Young Person's Guide to the Orchestra</li> <li>Fitkin - Hook</li> </ul>	<ul style="list-style-type: none"> <li>Delibes - Lakmé</li> <li>Tchaikovsky – The Nutcracker</li> <li>Holst – The Planets</li> <li>Dukas – The Sorcerer's Apprentice</li> <li>Stevie Wonder – My Cherie Amour</li> </ul>	<ul style="list-style-type: none"> <li>Vaughan Williams – The Lark Ascending</li> <li>Wagner – Ride of the Valkyrie</li> <li>Handel – Water Music</li> <li>Johann Strauss II – The Blue Danube</li> <li>Schubert – The Trout Quintet</li> <li>Britten – Peter Grimes</li> <li>Stormzy and Beyoncé</li> </ul>	<ul style="list-style-type: none"> <li>Copland – Fanfare for the Common Man</li> <li>Schubert – Marche Militaire</li> <li>Rose Royce – Car Wash</li> </ul>
---	---	--	---	--	--	--	--

Adapted Gareth Webb Resource – School Support Consultant