Primary Music Curriculum

Skills Progression Framework

The aim of this document is to provide a framework for the progression of musical skills for primary pupils from Year 1 to Year 6 in order to develop increasingly high standards of musical knowledge, understanding and skill. It is intended for use by specialist Curriculum Music Teachers from Bolton Music Service and also Primary Music Coordinators and non-specialist teachers responsible for leading and delivering the Primary Music Curriculum in schools.

There is a separate skills framework for Reception which is linked to Musical Development Matters; this page can be found at the start of this document in order to show progression and transition from EYFS to KS1.

The plan for each year group focuses on a set of skills to be developed over the year. The skills have been divided into four key areas:

- **Singing** – Singing should be at the heart of the music curriculum and children should have regular opportunities to sing together in large and small groups and individually e.g. within the class music lesson, in assembly, at transition times etc.
- **Listening** – Listening to music is fundamental to musical understanding and helps pupils understand how music in constructed and the impact it can have on the listener. Pupils should have regular opportunities for listening and responding to music (including listening to music they have produced themselves, live music performances and carefully chosen recordings that reflect a wide range of cultures, times and places.) Such listening should then support children's composing and performing.
- **Composing** - Pupils should have opportunities to be creative and imaginative and to compose and make choices about their own music. Composition and improvisation activities allow pupils to use and develop the musicianship skills they have been taught and encourage collaborative work.
- **Musicianship & Performing** - Singing and playing a range of tuned and untuned percussion instruments should be at the heart of the music curriculum and pupils should have regular opportunities to perform musically (both *formally* e.g. a class performance for parents and *informally* e.g. for their peers within a lesson.) Pupils should be taught the fundamental musical techniques of controlling **pulse/beat, rhythm and pitch**. As well as learning by ear, children should learn to use both invented symbols (graphic notation) and standard musical notation when singing, playing and composing. Musical notation exists to support musical learning and so learning musical notation should be done to support music-making.

These key areas should not be taught separately but in a connected way e.g. listening gives ideas for composing or understanding of pitch taught through singing. Pupils should be 'doing music' as much as possible.

The activities chosen to develop these skills will depend on the children's previous knowledge and experience and what is relevant to them. Some schools use cross-curricular learning (or 'creative curriculum') and music can be used as a vehicle to support learning in other areas. Many primary school children will also experience whole class ensemble tuition (also known as First Access or Wider Opportunities). Therefore, even though each school's curriculum will look different, it is our aim in supporting schools to secure a consistent and progressive development of skills underpinning

a diverse range of musical activities and opportunities. As a result, it will be possible to identify and build on the musical progress which pupils make over time.

Knowledge and Vocabulary

There is a separate BMS document ‘BMS Musical Vocabulary July 2022’ that supports this Skills Progression and lists the vocabulary associated with each phase (ie: Y1/2, Y3/4, Y5/6). This can be found at the end of this document.

Assessment

The BMS document ‘Assessment in Primary Music’ supports this Skills Progression (see separate document.)

Resources:

Pupils should have access to:

- Both rhythmic (untuned) and melodic (tuned) instruments in both Key Stages 1 and 2.
- A broad range of songs
- A broad range of listening repertoire

The Model Music Curriculum (DfE, March 2021) provides many examples of suggested repertoire choices and in the appendices there are suggested approaches to demonstrate the way in which musical listening, performance and composition can be linked to enable pupils to consolidate their learning.

This document was revised January 2023.

	EYFS SKILLS PROGRESSION - RECEPTION
Singing	• Join in singing simple repetitive songs and melodic patterns using a limited pitch range. • Use spoken voice rhythmically in rhymes and in free creative play. • Explore using the voice in different ways (e.g. whispering, singing, speaking, animal/sounds.) • Copy and pitch match simple intervals such as soh-me pattern with voice.
Listening	• Explore different sounds of musical instruments and other sound makers. • Respond and react musically to others, copying, 'answering,' and interacting with creative sound. • Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics.
Composing	• Experiment creatively with sounds (voice, body percussion, instruments and sound makers.) • Create simple representations of events, people and objects and feelings using sounds. • Suggest words, sounds or ways to play to contribute to change and variation in simple songs. • Experience using simple music technology (recording, playing back)
Musicianship & Performing	**Pulse/Beat** • Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc) • Explore changes in tempo (fast and slow) using voice, body percussion, sound makers. **Rhythm** • Copy and create simple rhythms based on words. • Experience and develop awareness of rhythm and rhyme in speech. **Pitch** • Recognise and demonstrate obvious changes in pitch. Vocal/body/hand movements to describe. **Dynamics** • Explore changes in dynamics (loud and quiet) using voice and sound makers. **Reading Notation** • Any visual representation of sounds explored, such as symbols or shapes or colours.

	YEAR 1 SKILLS PROGRESSION

Singing	• Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. • Sing so-mi songs and singing games with accurate pitch matching. • Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Explore using the voice expressively and creatively. • Begin to use the 'thinking' voice.
Listening	• Listen to a range of recorded and live music express own opinion about the music. • Recognise and respond to changes in dynamics, tempo and timbre. • Name some common hand-held percussion instruments and recognise their sounds aurally.
Composing	• Improvise simple vocal chants, using question and answer phrases. • Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling. • Explore and understand the difference between creating a rhythm pattern and a pitch pattern. • Begin to create rhythms using words and phrases as a starting point. • Recognise how graphic notation can represent created sounds and explore and invent own symbols. • Use music technology (where available) to capture, change and combine sounds.
Musicianship & Performing	**Pulse/Beat** • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. **Rhythm** • Copy short rhythm patterns led by the teacher using body percussion and instruments. • Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat. **Pitch** • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Respond physically to high and low sounds. • Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.) **Reading Notation** • Follow graphic notations and symbols when playing and performing.

	YEAR 2 SKILLS PROGRESSION

Singing	• Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. • Sing la-so-mi songs and singing games with accurate pitch matching. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. • Explore using the voice expressively and creatively. • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Sing short phrases independently within a singing game or short song.
Listening	• Listen with greater concentration to a range of recorded and live music and express own opinion about the music. • Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. • Name an increasing number of hand-held percussion instruments and recognise their sounds.
Composing	• Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation. • Create music as a response to a stimulus e.g. a rocket launching, a rockpool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions. • Create rhythms using words and phrases as a starting point. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions. • Use music technology (where available) to capture, change and combine sounds.
Musicianship & Performing	**Pulse/Beat** • Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo (speed.) • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music. **Rhythm** • Begin to identify the difference between pulse and rhythm. • Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument. • Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use rhythm names (walk/jogging). • Read and play rhythm patterns represented as stick notation including crotchets (walk), paired quavers (jogging) and crotchet rests. **Pitch** • Respond to and identify high and low sounds independently when listening to a piece of music. • Begin to recognise the link between shape and pitch in graphic notations. Recognise dot notation and match it to 2 or 3 note phrases and tunes played on tuned percussion or sung. **Reading Notation** • Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing.

	YEAR 3 SKILLS PROGRESSION

Singing	• Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Perform actions and body percussion confidently and in time to a range of action songs • Experience singing canons, simple rounds and other partner songs. • Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow)
Listening	• Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.
Composing	• Improvise (using voices and tuned/untuned instruments), inventing short 'on-the-spot' responses and using a given note-range (where appropriate). • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. • Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes. • Explore and develop using Music Technology (where available) to capture, change and combine sounds.
Musicianship & Performing	**Pulse &Rhythm** • Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.) • Understand the difference between pulse and rhythm. • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.) • Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs. **Pitch** • Play simple melodic patterns using a small number of notes, following dot notation. • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes. **Reading Notation** • Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Use dot notation to show higher or lower pitch with greater confidence. **Performing** • Rehearse and perform with others, beginning to show an awareness of the audience.

	YEAR 4 SKILLS PROGRESSION

Singing	• Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)
Listening	• Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • When listening to music, recognise the difference between major and minor.
Composing	• Become more skilled in improvising on a given note range (using voice, body percussion and instruments). • Use improvisations within more structured composition work • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. •Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases. • Combine known rhythmic notation with letter names to create short phrases using a limited range of pitches appropriate to the instrument. • Explore and develop using Music Technology (available) to capture, change and combine sounds. • Make improvements to own work, giving reasons for changes made.
Musicianship & Performing	**Pulse & Rhythm** • Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride.) • Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing. **Pitch** • Play and perform simple melodies using a small range of notes, beginning to follow staff notation. • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, partner songs. • Copy short melodic phrases using a small number of notes, recognising pitch changes by ear **Reading notation** • Recognise the symbols for minims, crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. • Introduce the stave, lines and spaces, and clef. **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.

	YEAR 5 SKILLS PROGRESSION

Singing	• Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together. • Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato)
Listening	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.
Composing	• Improvise freely, (e.g. over a simple groove), responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments). • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Plan and compose an 8 beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on tuned percussion and/or melodic instruments. • Combine short compositions to create a class piece, exploring different structures • Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary.
Musicianship & Performing	**Pulse and Rhythm** • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse **Pitch** • Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with developing control. • Understand how chords are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation** • Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Follow pitch notation on the stave with developing control. **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member.

	YEAR 6 SKILLS PROGRESSION

Singing	• Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together. • Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato).
Listening	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.
Composing	• Continue to improvise freely, responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments). • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases using the note set and play on tuned percussion and/or melodic instruments. • Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary.
Musicianship & Performing	**Pulse and Rhythm** • Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. **Pitch** • Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with increasing control. • Accompany melodies using block chords using tuned percussion or melodic instruments, or using music software. • Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation** • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate. • Further understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play confidently from rhythm flashcards that contain known rhythms/ notes. • Further develop the skills to read and perform pitch notation. **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member.

SKILLS PROGRESSION - SINGING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. • Sing so-mi songs and singing games with accurate pitch matching. Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Explore using the voice expressively and creatively. • Begin to use the 'thinking' voice.	• Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. • Sing la-so-mi songs and singing games with accurate pitch matching. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. • Explore using the voice expressively and creatively. • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Sing short phrases independently within a singing game or short song.	• Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Perform actions and body percussion confidently and in time to a range of action songs • Experience singing canons, simple rounds and other partner songs. • Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow)	• Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)	• Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three-part rounds, partner songs, and songs with different structures. • Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato)	• Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together. • Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato).

SKILLS PROGRESSION - LISTENING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Listen to a range of recorded and live music express own opinion about the music. • Recognise and respond to changes in dynamics, tempo and timbre. • Name some common hand-held percussion instruments and recognise their sounds aurally.	• Listen with greater concentration to a range of recorded and live music and express own opinion about the music. • Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. • Name an increasing number of hand-held percussion instruments and recognise their sounds.	• Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.	• Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • When listening to music, recognise the difference between major and minor.	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.

SKILLS PROGRESSION - COMPOSING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Improvise • Improvise simple vocal chants, using question and answer phrases. **Compose** • Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling. • Explore and understand the difference between creating a rhythm pattern and a pitch pattern. • Begin to create rhythms using words and phrases as a starting point. • Recognise how graphic notation can represent created sounds and explore and invent own symbols.	**Improvise** • Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation. **Compose** • Create music as a response to a stimulus e.g. a rocket launching, a rockpool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions. • Create rhythms using words and phrases as a starting point. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions. • Use music technology (where available) to	**Improvise** • Improvise (using voices and instruments), inventing short 'on-the-spot' responses using a given note-range. **Compose** • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. • Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging) and crotchet rests.	**Improvise** • Become more skilled in improvising on a given note range (using voice and instruments) • Use improvisations within more structured composition work **Compose** • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. •Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases.	**Improvise** • Improvise freely, (e.g. over a simple groove), responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments). **Compose** • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Plan and compose an 8 beat melodic phrase using the pentatonic scale (e.g. C D E G A) and incorporate rhythmic variety and interest. Play this melody on tuned percussion and/or melodic instruments. • Combine short compositions to create a class piece, exploring different structures.	**Improvise** • Continue to improvise freely over a simple groove, responding to the beat, developing a sense of shape and character (using voice, body percussion and instruments). **Compose** • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Explore the difference between major and minor by using a 5 note set starting on C (major) and D (minor); compose simple question and answer phrases using the note set and play on tuned percussion and/or melodic instruments. • Capture and record creative ideas in different ways e.g.: graphic

• Use music technology (where available) to capture, change and combine sounds.	capture, change and combine sounds.	• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes. • Explore and develop using Music Technology (where available) to capture, change and combine sounds.	• Combine known rhythmic notation with letter names to create short phrases using a limited range of pitches appropriate to the instrument. • Explore and develop using Music Technology (where available) to capture, change and combine sounds. • Make improvements to own work, giving reasons for changes made.	• Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary.	symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary.

SKILLS PROGRESSION – MUSICIANSHIP & PERFORMING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pulse/Beat • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. **Rhythm** • Copy short rhythm patterns led by the teacher using body percussion and instruments. • Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat.	**Pulse/Beat** • Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo (speed.) • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music. **Rhythm** • Begin to identify the difference between pulse and rhythm. • Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument. • Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use rhythm names (walk/jogging). • Read and play rhythm patterns represented as stick notation including	**Pulse &Rhythm** • Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.) • Understand the difference between pulse and rhythm. • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.) • Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs.	**Pulse & Rhythm** • Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/ stride) • Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing.	**Pulse and Rhythm** • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse	**Pulse and Rhythm** • Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse

Pitch • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Respond physically to high and low sounds. • Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.) **Reading Notation** • Follow graphic notations and symbols	crotchets (walk), paired quavers (jogging) and crotchet rests. **Pitch** • Respond to and identify high and low sounds independently when listening to a piece of music. • Begin to recognise the link between shape and pitch in graphic notations. Recognise dot notation and match it to 2 or 3 note phrases and tunes played on tuned percussion or sung. **Reading Notation** • Follow graphic symbols, dot notation	**Pitch** • Play simple melodic patterns using a small number of notes, following dot notation. • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes. **Reading Notation**	**Pitch** • Play and perform simple melodies using a small range of notes, beginning to follow staff notation. • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, partner songs. • Copy short melodic phrases using a small number of notes, recognising pitch changes by ear **Reading notation** • Recognise the symbols for minims, crotchets,	**Pitch** • Play melodies and/or bassline on tuned percussion or melodic instruments, following staff notation with developing control. • Understand how chords are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation** • Begin to understand the differences between	**Pitch** • Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with increasing control. • Accompany melodies, using block chords using tuned percussion or melodic instruments, or using music software. • Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation** • Further understand the differences between

when playing and performing.	and stick notation, as appropriate, when playing and performing.	• Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Use dot notation to show higher or lower pitch with greater confidence. **Performing** • Rehearse and perform with others, beginning to show an awareness of the audience.	quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. • Introduce the stave, lines and spaces and clef. **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.	semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Follow pitch notation on the stave with developing control. **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member.	semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate. • Further understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play confidently from rhythm flashcards and rhythmic scores that contain known rhythms and notes. • Further develop the skills to read and perform pitch notation. **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member.

MUSICAL VOCABULARY

Key vocabulary for <u>all</u> pupils is the inter-related dimensions of music and their meaning:	
Pitch	How high or low a note sounds
Duration	The length of the notes – long or short
Dynamics	The volume of the music – loud or quiet
Tempo	The speed of the music – fast or slow
Timbre	The sound quality of an instrument
Texture	Layers of sound
Structure	The musical plan – beginning, middle and end

KEY STAGE 1 – Year 1 & 2

General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Instrument Listen Song Sound Voice Chant Create Record Play	High Low	Beat/ Pulse Rhythm Walk Jogging Rest Thinking voice	Loud Getting louder Quiet Getting quieter Silent	Slow Getting slower Fast Getting faster	Percussion Tuned Untuned Spiky Smooth	Together	Repeat Call/answer	Graphic symbols Stick notation **Walk** **I** **Jogging** **⊓** **Rest** **Z** Dot notation 

In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g.
Drum, Triangle, Claves, Woodblock, Chime bars, Guiro, Maracas etc

Pupils in Years 3 and 4 should continue to use Key Stage 1 vocabulary, and build upon it with:

LOWER KEY STAGE 2 – Year 3 & 4								
General	**Pitch**	**Duration**	**Dynamics**	**Tempo**	**Timbre**	**Texture**	**Structure**	**Notation**
Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style	Scale Note stave	Metre bar ostinato Stride	Piano *p (quiet)* Forte *f (loud)* Crescendo (*getting louder)* Decrescendo (*getting quieter*)	Accelerando (*getting faster)* Rallentando (*getting slower*)	Brass Woodwind Strings	Round Canon Part	motif Verse Chorus	**Crotchet = WALK**  **Quavers = JOGGING**  **Minim = STRIDE**  **Rest = SSH** 
In addition, as well as learning the names of the instrument families, pupils should be able to name an increasing number of musical instruments e.g. Guitar, Piano, Ukulele, Recorder, Violin, Trumpet etc								

Pupils in Years 5 and 6 should continue to use Key Stage 1 and Lower Key Stage 2 vocabulary, and build upon it with:

UPPER KEY STAGE 2 – Year 5 & 6								
General (as for LKS2)	**Pitch**	**Duration**	**Dynamics**	**Tempo**	**Timbre**	**Texture**	**Structure**	**Notation**
Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style	Pentatonic Major Minor Harmony	Running faster Ski	*Pp - Pianissimo (very quiet)* *Mp - Mezzo piano (moderately quiet)* *Ff - Fortissimo (very loud)* *Mf – Mezzo forte (moderately loud)*	Allegro *(fast)* Adagio *(slow)*	Legato *(smooth)* Staccato *(spiky)*	Chord Ensemble Solo Duet Sample	Melody Accompaniment	**Semi-Quaver = RUNNING FASTER**  **Semibreve = Ski** 𝅝
In addition, pupils should be able to name an increasingly wide range of musical instruments e.g. Flute, Cello, Trombone, Xylophone, Bass Guitar etc.								