



Music						
Skills progression						
Reception	Year 1 – Sing up	Year 2 – Sing up	Year 3 – Sing up	Year 4 – Music Hub (Brass)	Year 5 – Sing up	Year 6 – Sing up
Term 1: Improvise and Compose ; Sing and Play ; Listen and Appraise .						
➤ Make up new words and actions about different emotions and feelings. ➤ Make up a simple accompaniment using percussion instruments. ➤ Explore making sound with voices and percussion instruments to create different feelings and moods. Sing with a sense of pitch, following the shape of the melody with voices. ➤ Mark the beat of the song with actions. ➤ Use the voice to adopt different roles and characters. ➤ Match the pitch of a four-note (la-so-mi-do) call-and-response song.	➤ Compose music to march to using tuned and untuned percussion. ➤ Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. ➤ Sing a unison song rhythmically and in tune. ➤ Play percussion instruments expressively, representing the character of their composition. ➤ Respond to musical characteristics through movement. ➤ Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers ‘march’ to music, naming the instruments playing in the clips). ➤ Listen to ‘Aquarium’, reflecting the character of the music through movement.	➤ Select instruments and compose music to reflect an animal’s character. ➤ Invent simple patterns using voices, body percussion, and then instruments. ➤ Follow signals given by a conductor/leader. ➤ Structure compositional ideas into a bigger piece. ➤ Improvise solos using instruments. ➤ Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. ➤ Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. ➤ Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/ or movement.	➤ Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. ➤ Sing by improvising simple melodies and rhythms. ➤ Identify how the pitch and melody of a song has been developed using symmetry. ➤ Begin to develop an understanding and appreciation of music from different musical traditions. ➤ Identify that songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some music vocabulary to describe these things. ➤ Understand that a folk song is music that belongs to the people of a particular place.	➤ Pupils learn initial playing techniques on their instruments. ➤ Pupils learn to play together as a group, and with a backing track. ➤ Pupils perform two songs together. ➤ Pupils learn an extended range of notes. ➤ Pupils learn to sing and play an accompaniment to the Afro-Cuban salsa Christmas song, ‘Capricho Navideno’, with a focus on the principles of good singing. ➤ Pupils then learn to read simple pitch notation and to perform and create melodies. ➤ Pupils learn about swing music and big bands.	➤ Improvise and compose, ‘doodling’ with sound, playing around with pitch and rhythm to create a strong hook. ➤ Create fragments of songs that can develop into fully fledged songs. ➤ Develop and practise techniques for singing and performing in a Gospel style. ➤ Recognise individual instruments and voices by ear. ➤ Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound. ➤ Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). ➤ Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. ➤ Understand techniques for creating a song and develop a greater understanding of the songwriting process.	➤ Create their own song lyrics. ➤ Fit their lyrics to a pulse, creating a chant. ➤ Write a melody and sing it. ➤ Structure their ideas into a complete song. ➤ Explore the influences on an artist by comparing pieces of music from different genres. ➤ Identify features of timbre, instrumentation, and expression in an extract of recorded music. ➤ Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. ➤ Create a shadow movement piece in response to music
Term 2: Improvise and Compose ; Sing and Play ; Listen and Appraise .						
➤ Explore the range and capabilities of voices through vocal play. ➤ Create a sound story using instruments to represent different animal sounds/ movements. ➤ Make up new lyrics and accompanying actions. ➤ Improvise a vocal/physical soundscape about minibeasts. ➤ Develop a sense of beat by performing actions to music. ➤ Sing an action song with changes in speed. ➤ Play along with percussion instruments. ➤ Perform the story as a class. ➤ Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. ➤ Sing in call-and-response and change voices to make a buzzing sound. ➤ Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. ➤ Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). ➤ Enjoy moving freely and expressively to music. ➤ Listen to music and show the beat with actions.	➤ Sing a simple singing game, adding actions to show a developing sense of beat. ➤ Sing a simple singing game, adding actions to show a developing sense of beat. ➤ Listen actively by responding to musical signals and musical themes using appropriate movement. ➤ Create a musical movement picture. ➤ Listen actively by responding to musical signals and musical themes using appropriate movement. ➤ Create a musical movement picture.	➤ Improvise and compose, structuring short musical ideas to form a larger piece. ➤ Begin to understand duration and rhythm notation. ➤ Structure musical ideas into a whole-class composition. ➤ Learn a simple rhythm pattern and perform it with tempo and volume changes. ➤ Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. ➤ Follow signals from a conductor. ➤ Sing and play, performing composed pieces for an audience. ➤ Listen and appraise, with focus and attention to detail, recalling sounds and patterns. ➤ Listen to and analyse four pieces of music inspired by travel/vehicles.	➤ Explore ways to create word-based pieces of music. ➤ Explore ways to communicate atmosphere and effect. ➤ Listen and compare how different composers have approached creating word-based patterns. ➤ Develop active listening skills by responding to musical themes through movement. ➤ Understand the structure of rondo form (A-B-A-C-A). ➤ Develop a sense of beat and rhythmic pattern through movement. ➤ Experience call-and-response patterns thought moving with a partner.	➤ Pupils will compose a rhythm and melody. ➤ Pupils learn to read rhythm notation. ➤ Pupils extend the range of notes known on trumpet. ➤ Pupils learn to perform Soul BossaNova (or equivalent) for a performance in the Great Orchestra Experiment. ➤ Pupils will take part in activities related to the repertoire featured in the Great Orchestra Experiment ➤ Pupils learn about fusion and how to styles of music can be combined.	➤ Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove. ➤ Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group. ➤ Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. ➤ Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. ➤ Demonstrate an understanding of the history of Argentine Tango. ➤ Identify drum patterns, basslines, and riffs and play them using body percussion and voices.	➤ Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. ➤ Learn some simple choreography to accompany a disco song. ➤ Create variations using a wide variety of composing techniques. ➤ Improvise on top of a repeating bassline. ➤ Decipher a graphic score. ➤ Play Twinkle, twinkle, little star. ➤ Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.



Music Progression of Skills

➤ Use appropriate hand actions to mark a changing pitch. ➤ Listen to a piece of classical music and respond through dance.						
Term 3: Improvise and Compose ; Sing and Play ; Listen and Appraise .						
➤ Develop a song by composing new words and adding movements and props. ➤ Improvise music with different instruments, following a conductor. ➤ Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. ➤ Compose a 3-beat body percussion pattern and perform it to a steady beat. ➤ Invent and perform actions for new verses. ➤ Sing a song that uses a call-and-response structure. ➤ Play sea sound effects on percussion instruments. ➤ With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). ➤ Play different instruments with control. ➤ Explore dynamics with their voices and instruments. ➤ Sing a melody in waltz time and perform the actions. ➤ Transfer actions to sounds played on percussion instruments. ➤ Sing a song while performing a sequence of dance steps. ➤ Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. ➤ Listen to a range of sea-related pieces of music and respond with movement. ➤ Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. ➤ Listen actively to music in 3/4 time. ➤ Find the beat and perform a clapping game with a partner. ➤ Listen to and talk about folk songs from North America.	➤ Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation. ➤ Attempt to record compositions with stick and other notations. ➤ Sing and chant songs and rhymes expressively. ➤ Perform actions to music, reinforcing a sense of beat. ➤ Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. ➤ Develop awareness of duration and the ability to move slowly to music. ➤ Create art work, drawing freely and imaginatively in response to a piece of music. ➤ Listen and copy rhythm patterns.	➤ Create action patterns in 2- and 3-time ➤ Compose a soundtrack to a clip of a silent film. ➤ Understand and use notes of different duration. ➤ Understand and use notes of different pitch. ➤ Understand and use dynamics. . ➤ Listen actively and mark the beat by tapping, clapping, and swinging to the music. ➤ Listen and move, stepping a variety of rhythm patterns (‘walk’, ‘jogging’, ‘skipty’). ➤ Understand and explain how beats can be grouped into patterns and idenitfy them in familiar songs. ➤ Move freely and creatively to music using a prop.	➤ Invent simple patterns using rhythms and notes C-D-E. ➤ Compose music, structuring short ideas into a bigger piece. ➤ Notate, read, follow, and create a ‘score’. ➤ Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. ➤ Perform vocal percussion as part of a group. ➤ Move in time with the beat of the music. ➤ Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important wat to learn rhythm patterns, that you can freely express yourself at Carnival). ➤ Recognise and copy rhythms and pitches C-D-E.	➤ Pupils compose and record an imaginative piece as a group, inspired by music from the Great Orchestra Experiment. ➤ Pupils learn more about pitch and rhythm notation, experimenting with them to come up with a group composition. ➤ Pupils further develop knowledge of chords, melody and accompaniment. ➤ Pupils prepare an end of year performance with a focus on performance skills and presentation.	➤ Compose a kecak piece as part of a group. ➤ Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. ➤ Notate their ideas to form a simple score to play from. ➤ Sing/chant a part within a kecak performance. ➤ Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. ➤ Understand and recognise ternary form. ➤ Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. ➤ Listen and match vocal and instrumental sounds to each other, and to notation.	➤ Create an accompaniment. ➤ Create an extended melody with four distinct phrases. ➤ Experiment with harmony. ➤ Structure ideas into a full soundtrack. ➤ Identify ways songwriters convey meaning: through lyrics, the music, and the performance. ➤ Understand different ways that rhymes work in songs. ➤ Identify different elements of a song’s structure. ➤ Understand the concept of identity and how you can express that in songs.