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| **Music Long Term Progression of Knowledge and Skills** | | | |
| **Music** |  |  |  |
| EYFS  Early Learning Goals | **3+4 year olds:**   * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’).Sing the melodic shape (moving melody, such as up When teaching songs to children be aware of your own pitch (high/low). * Create their own songs, or improvise a song around one they know * Play instruments with increasing control to express their feelings and ideas.   **Reception:**   * Listen attentively, move to and talk about music, expressing their feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Explore and engage in music making and dance, performing solo or in groups. | **3+4 year olds:**   * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’).Sing the melodic shape (moving melody, such as up When teaching songs to children be aware of your own pitch (high/low). * Create their own songs, or improvise a song around one they know * Play instruments with increasing control to express their feelings and ideas.   **Reception:**   * Listen attentively, move to and talk about music, expressing their feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Explore and engage in music making and dance, performing solo or in groups. | **3+4 year olds:**   * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’).Sing the melodic shape (moving melody, such as up When teaching songs to children be aware of your own pitch (high/low). * Create their own songs, or improvise a song around one they know * Play instruments with increasing control to express their feelings and ideas.   **Reception:**   * Listen attentively, move to and talk about music, expressing their feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Explore and engage in music making and dance, performing solo or in groups. |
| EYFS  Skills Progression  **KEY WORDS** | Rhythm and Pulse  Pitch and Singing  Listening and Appraising  Musicianship and Performance  Exploring  Composing | Rhythm and Pulse  Pitch and Singing  Listening and Appraising  Musicianship and Performance  Exploring  Composing | Rhythm and Pulse  Pitch and Singing  Listening and Appraising  Musicianship and Performance  Exploring  Composing |
| Year 1  National Curriculum Objectives | use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and un-tuned instruments musically  experiment with, create, select and combine sounds using the inter-related dimensions of music  listen with concentration and understanding to a range of high quality live and recorded music | use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and un-tuned instruments musically  experiment with, create, select and combine sounds using the inter-related dimensions of music  listen with concentration and understanding to a range of high quality live and recorded music | use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and un-tuned instruments musically  experiment with, create, select and combine sounds using the inter-related dimensions of music  listen with concentration and understanding to a range of high quality live and recorded music |
| Year 1  Skills Progression  **KEY WORDS**  BEAT  RHYTHM  OSTINATO  DYNAMICS  TEMPO  SHORT/LONG SOUNDS | Rhythm and Pulse   * **[p] Move in time with a steady beat** * **[p] Clap/play in time with a steady beat** * **[r] Play with help the rhythmic pattern of a spoken sentence (e.g. as part of a storybook such as We’re Going On A Bear Hunt)** * **[r]Recognise crotchet, quaver and crotchet rest notation**   Pitch and Singing   * **Indicate a pitch physically** * **Speak and chant together** * **Sing songs showing increasing vocal control** (**singing in tune**, * **Co-ordinate actions to go with a song** * **Sing in time to a steady beat**   Listening and Appraising   * **Express an opinion about a piece of music** * **Begin to use musical terms** **faster/slower**   Musicianship and Performance  **[Untuned Percussion]**   * **Play classroom percussion instruments correctly and accurately (e.g. tapping/scraping/rattling)** * **Follow simple hand signals indicating** **start/stop** **playing**   Exploring  **Explore...**  **...different sounds made by the voice (timbre)**  **...high and low sounds (pitch)**  Composing   * **Add sound effects to a story** * **Choose musical sound effects to follow a story line or match a picture** | Rhythm and Pulse   * **[p] Move in time with a steady beat** * **[p] Clap/play in time with a steady beat** * **[r] Imitate a rhythm pattern on an instrument** * **[r] Play a rhythmic ostinato to accompany a song** * **[r]Recognise crotchet, quaver and crotchet rest notation** * **[r] Clap back four beats of rhythm notation**   Pitch and Singing   * **Sing songs showing increasing vocal control** (**singing in tune**, **singing words clearly**) * **Sing songs to convey different moods** * **Co-ordinate actions to go with a song** * **Sing in time to a steady beat** * **Perform an action or a sound (clapping/stamping etc.) on the steady beat whilst singing**   Listening and Appraising   * **Express an opinion about a piece of music** * **Begin to use musical terms, (faster/slower, higher/lower**) * **Begin to articulate how changes in speed and pitch** **affect the mood**   Instrument Specific Skills  **[Untuned Percussion]**   * **Play classroom percussion instruments correctly and accurately (e.g. tapping/scraping/rattling)** * **Follow simple hand signals indicating loud/quiet and start/stop tapping**   Exploring  **Explore...**  **...different sounds made by the voice** **and hands (timbre)**  **...high and low sounds (pitch)**  **….loud and quiet sounds (dynamics)**  Composing   * **Choose musical sound effects to follow a story line or match a picture** * **Use graphics/symbols to portray the sounds they have made** | Rhythm and Pulse   * **[p] Move in time with a steady beat** * **[p] Clap/play in time with a steady beat** * **[p] Play the pulse for the rest of the class to move/play along with** * **[r] Imitate a rhythm pattern on an instrument** * **[r] Play a rhythmic ostinato to accompany a song** * **[r]Recognise crotchet, quaver and crotchet rest notation** * **[r] Clap back four beats of rhythm notation** * **[r] Invent a rhythmic pattern for others to copy**   Pitch and Singing   * **Indicate a pitch physically** * **Speak and chant together** * **Sing songs showing increasing vocal control (singing in tune, breathing deeply, singing words clearly)** * **Sing songs to convey different moods** * **Co-ordinate actions to go with a song** * **Sing in time to a steady beat** * **Perform an action or a sound (clapping/stamping etc.) on the steady beat whilst singing**   Listening and Appraising   * **Express an opinion about a piece of music** * **Begin to use musical terms (louder/quieter, faster/slower, higher/lower)** * **Begin to articulate how changes in speed, pitch and dynamics affect the mood**   Instrument Specific Skills  **[Untuned Percussion]**   * **Play classroom percussion instruments correctly and accurately (e.g. tapping/scraping/rattling)** * **Follow simple hand signals indicating loud/quiet and start/stop tapping**   Exploring  **Explore...**  **...different sounds made by the voice** **and hands (timbre)**  **...high and low sounds (pitch)**  **...long and short sounds (duration)**  **….loud and quiet sounds (dynamics)**  **...pitch shapes and rhythmic patterns**  Composing   * **Choose musical sound effects to follow a story line or match a picture** * **Use graphics/symbols to portray the sounds they have made** * **Sequence these symbols to make a simple structure (score)** * **Compose own sequence of sounds without help and perform.** |
| Year 2  National Curriculum Objectives | use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and un-tuned instruments musically  experiment with, create, select and combine sounds using the inter-related dimensions of music  listen with concentration and understanding to a range of high quality live and recorded music | use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and un-tuned instruments musically  experiment with, create, select and combine sounds using the inter-related dimensions of music  listen with concentration and understanding to a range of high quality live and recorded music | use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and un-tuned instruments musically  experiment with, create, select and combine sounds using the inter-related dimensions of music  listen with concentration and understanding to a range of high quality live and recorded music |
| Year 2  Skills Progression  **KEY WORDS**  PHRASE  SEQUENCE  OSTINATO  DRONE  GRAPHIC SCORE  STEADY BEAT  RHYTHM PATTERN | Rhythm and Pulse   * **[p] Play with control:** * **a) Maintain a steady beat** * **[r] Perform a rhythm accompaniment to a song**   Pitch and Singing   * **Sing a variety of songs with more accuracy of pitch** * **Sing words clearly and breathing at the end of phrases** * **Convey the mood or meaning of the song** * **Echo sing short melodic phrases** * **Follow a leader (teacher) starting and stopping together.**   Listening and Appraising   * **Listen with increased concentration** * **Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds** * **Recognise how sounds are made – tapping, rattling, scraping, blowing etc.** * **Identify different qualities of sound such as smooth scratchy, clicking, ringing [timbre]** * **Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)** * **Recognise and respond to the mood of a piece of music.**   Musicianship and Performance  **[Glockenspiel]**   * **Perform a repeated two note melodic ostinato to accompany a song (e.g. playing C and G on the glockenspiel with rhythmic accuracy)** * **Demonstrate some confidence in performing as a group and as an individual**   Exploring  **Explore...**  **...ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed**  **...the rhythm patterns of words and sentences**  **...changes in pitch (higher and lower)**  **...sounds in response to a stimululs (visual or aural)**  Composing   * **Short melodic phrases** * **Short repeated rhythmic patterns (ostinati)** * **Rhythm patterns from words** | Rhythm and Pulse   * **[p] Play with control:** * **a) Maintain a steady beat** * **b) Getting faster or slower** * **c) Getting louder or quieter** * **[r] Perform a rhythm accompaniment to a song**   Pitch and Singing   * **Sing a variety of songs with more accuracy of pitch** * **Sing words clearly and breathing at the end of phrases** * **Convey the mood or meaning of the song** * **Sing with a sense of control of dynamics (volume) and tempo (speed)** * **Echo sing short melodic phrases** * **Identify if the pitch is getting higher or lower, or is staying the same** * **Follow a leader (teacher) starting and stopping together.**   Listening and Appraising   * **Listen with increased concentration** * **Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds** * **Recognise how sounds are made – tapping, rattling, scraping, blowing etc.** * **Identify different qualities of sound such as smooth scratchy, clicking, ringing [timbre]** * **Recognise and respond to different changes of speed (tempo/volume (dynamics) and pitch** * **Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)** * **Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (ie. The mood is sad because the music is played very slowly and quietly.)**   Musicianship and Performance  **[Recorder]**   * **Perform a repeated two note melodic ostinato to accompany a song** * **Play a clear G, A and B on descant recorder** * **Perform a short tune using the above notes** * **Work and perform in smaller groups** * **Follow a leader (teacher) starting and stopping together** * **Demonstrate some confidence in performing as a group and as an individual**   Exploring  **Explore...**  **...ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed**  **...long and short sounds (rhythm – duration)**  **...the rhythm patterns of words and sentences**  **...changes in pitch (higher and lower)**  **Sequences of sound (structure)**  Composing   * **Short melodic phrases** * **Short repeated rhythmic patterns (ostinati)** * **Rhythm patterns from words** * **A piece of music that has a beginning, middle and end (structure)** | Rhythm and Pulse   * **[p] Play with control:** * **a) Maintain a steady beat** * **b) Getting faster or slower** * **c) Getting louder or quieter** * **[r] Perform a rhythm accompaniment to a song**   Pitch and Singing   * **Sing a variety of songs with more accuracy of pitch** * **Sing words clearly and breathing at the end of phrases** * **Convey the mood or meaning of the song** * **Sing with a sense of control of dynamics (volume) and tempo (speed)** * **Echo sing short melodic phrases** * **Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices** * **Follow a leader (teacher) starting and stopping together.**   Listening and Appraising   * **Listen with increased concentration** * **Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds** * **Recognise how sounds are made – tapping, rattling, scraping, blowing etc.** * **Identify different qualities of sound such as smooth scratchy, clicking, ringing [timbre]** * **Recognise and respond to different changes of speed (tempo/volume (dynamics) and pitch** * **Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)** * **Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (ie. The mood is sad because the music is played very slowly and quietly.)**   Musicianship and Performance  **[Recorder]**   * **Perform a repeated two note melodic ostinato to accompany a song** * **Play a clear G, A and B on descant recorder** * **Read and perform a short tune using the above notes** * **Perform a sequence of sounds using a graphic score [untuned percussion]** * **Work and perform in smaller groups** * **Follow a leader (teacher) starting and stopping together** * **Demonstrate some confidence in performing as a group and as an individual**   Exploring  **Explore...**  **...ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed**  **...long and short sounds (rhythm – duration)**  **...the rhythm patterns of words and sentences**  **...changes in pitch (higher and lower)**  **...sequences of sound (structure)**  **...sounds in response to a stimululs (visual or aural)**  **...how sounds can be manipulated to convey different effects and moods.**  Composing   * **Short melodic phrases** * **Short repeated rhythmic patterns (ostinati)** * **Rhythm patterns from words** * **A piece of music that has a beginning, middle and end (structure)** * **Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups** * **Music that conveys different moods** |
| Year 3  National Curriculum Objectives | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music |
| Year 3  Skills Progression  **KEY WORDS**  STEADY BEAT  RHYTHM  OSTINATO  PITCH  PHRASE  REPETITION  MUSICAL SYMBOLS | Rhythm and Pulse   * **[p] Keep a steady beat on an instrument in a group or individually** * **[r] maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat** * **[r] Read and play a wider variety of standard rhythm notation;** * **[r] Compose a rhythm using simple standard notation**   Pitch and Singing   * **Sing songs** **with confidence**, * **Show increasing accuracy of pitch** * **Understand that posture, breathing and diction are important** * **Chant or sing a round in two parts**   Listening, Reflecting and Appraising   * **Listen with concentration to longer pieces/extracts of music** * **Listen to live/recorded extracts of different kinds of music and identify where appropriate** * **-a steady beat/no steady beat** * **-a specific rhythm pattern or event** * **Identify common characteristics** * **Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc)**   Performance  **[Ukulele]**   * **Maintain a melodic ostinato simultaneously with a different ostinato and/or steady beat** * **Copy a short phrase by ear on a pitched instrument** * **Play using symbols including graphic and/or simple traditional notation (TAB)** * **Follow simple hand directions from a leader** * **Combine musical sounds with narrative and movement**   Exploring   * **Longer – shorter / faster – slower / higher – lower / louder – quieter sounds on tuned and untuned percussion and voices** * **Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)** * **Symbols to represent sound (graphic scores / traditional notation)** * **The different sounds (timbres) that one instrument can make**   Composing   * **Words and actions to go with songs** * **A simple rhythmic accompaniment to go with a song, using ostinato patterns** | Rhythm and Pulse   * **[p] Keep a steady beat on an instrument in a group or individually** * **[r] maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat** * **[r] Read and play a wider variety of standard rhythm notation;** * **[r] Compose a rhythm using simple standard notation** * **Maintain a rhythm alongside a contrasting rhythmic pattern.**   Pitch and Singing   * **Sing songs in a variety of styles with confidence**, **singing** **some**  **from memory** * **Show increasing accuracy of pitch and awareness of the shape of a melody** * **Imitate increasingly longer phrases with accuracy** * **Understand that posture, breathing and diction are important** * **Develop an awareness of character or style in performance** * **Begin to sing partner songs**   Listening, Reflecting and Appraising   * **Listen with concentration to longer pieces/extracts of music** * **Listen to live/recorded extracts of different kinds of music and identify where appropriate** * **-a steady beat/no steady beat** * **-a specific rhythm pattern or event** * **-the speed (TEMPO) of the music** * **Identify common characteristics** * **Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc)** * **Identify repetition in music (I.e. a song with a chorus)**   Performance  **[Glockenspiel]**   * **Maintain a melodic ostinato simultaneously with a different ostinato and/or steady beat** * **Copy a short phrase by ear on a pitched instrument** * **Play using symbols including graphic and/or simple traditional notation (TAB)** * **Follow simple hand directions from a leader** * **Perform with an awareness of others** * **Combine musical sounds with narrative and movement** * **Perform a composed piece to a friendly audience**   Exploring   * **Longer – shorter / faster – slower / higher – lower / louder – quieter sounds on tuned and untuned percussion and voices** * **Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)** * **Symbols to represent sound (graphic scores / traditional notation)** * **The sounds of different instruments – TIMBRE and how they can represent pictures / stories / moods** * **The different sounds (timbres) that one instrument can make** * **How the musical elements can be combined to compose descriptive music**   Composing   * **Words and actions to go with songs** * **A simple rhythmic accompaniment to go with a song, using ostinato patterns** * **Music that has a recognisable structure; beginning, middle and end or verse/chorus** | Rhythm and Pulse   * **[p] Keep a steady beat on an instrument in a group or individually** * **[r] maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat** * **[r] Read and play a wider variety of standard rhythm notation;** * **[r] Compose a rhythm using simple standard notation** * **Maintain a rhythm alongside a contrasting rhythmic pattern.**   Pitch and Singing   * **Sing songs in a variety of styles with confidence, singing an increasing number from memory** * **Imitate increasingly longer phrases with accuracy with an awareness of the phrases in a song** * **Understand that posture, breathing and diction are important** * **Demonstrate an awareness of character or style in performance** * **Sing partner songs and rounds with confidence**   Listening, Reflecting and Appraising   * **Listen with concentration to longer pieces/extracts of music** * **Listen to live/recorded extracts of different kinds of music and identify where appropriate** * **-a steady beat/no steady beat** * **-a specific rhythm pattern or event** * **-the speed (TEMPO) of the music** * **-the volume (DYNAMICS)** * **The melody** * **Using appropriate musical terms/language** * **Identify common characteristics** * **Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc)** * **Identify repetition in music (I.e. a song with a chorus)** * **Recognise aurally wooden metal, skin percussion instruments and begin to know their names** * **Listen to their own compositions and use musical language to describe what happens in them**   Performance  **[Samba Percussion]**   * **Maintain a melodic ostinato simultaneously with a different ostinato and/or steady beat** * **Copy a short phrase by ear on a pitched instrument** * **Play using symbols including graphic and/or simple traditional notation (TAB)** * **Follow simple hand directions from a leader** * **Perform with an awareness of others** * **Combine musical sounds with narrative and movement** * **Perform a composed piece to a friendly audience**   Exploring   * **Longer – shorter / faster – slower / higher – lower / louder – quieter sounds on tuned and untuned percussion and voices** * **Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)** * **Symbols to represent sound (graphic scores / traditional notation)** * **The sounds of different instruments – TIMBRE and how they can represent pictures / stories / moods** * **The different sounds (timbres) that one instrument can make** * **How the musical elements can be combined to compose descriptive music**   Composing   * **Words and actions to go with songs** * **A simple rhythmic accompaniment to go with a song, using ostinato patterns** * **Music that has a recognisable structure; beginning, middle and end or verse/chorus** * **Music that tells a story, paints a picture or creates a mood** * **Music that uses repetition / echo** |
| Year 4  National Curriculum Objectives | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music |
| Year 4  Skills Progression  **KEY WORDS**  PULSE  RHYTHM  METRE  OSTINATO  DRONE  REPETITION  REST | Rhythm and Pulse   * **[r] Maintain two or more different ostinato patterns in a small instrumental group against a steady beat** * **Play music that includes RESTS**   Pitch and Singing   * **Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody** * **Sing songs showing musical expression reflecting the mood and character of the song and its context)** * **Sing two/three-part rounds with more confidence and increasing pitch accuracy** * **Sing confidently as part of a small group or solo being aware of posture and good diction** * **Copy short phrases and be able to sing up and down in step independently.**   Listening, Reflecting and Appraising   * **Recognise aurally the range of percussion (tuned and untuned) used in school** * **Identify whether a song has a verse/chorus or call and response structure**   Musicianship and Performance  **[Recorder/Ukulele]**   * **Use percussion instruments with increasing confidence to improvise** * **Read and play from some conventional music symbols** * **Combine instrumental playing with movement** * **Follow a leader, stopping / starting; playing faster / slower; playing louder / quieter.** * **Perform to an audience of adults (e.g. in assembly)**   Exploring  **Explore...**  **...sounds to create particular effects (timbre)**  **...rhythm patterns in music from different** **places**  **...music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc**  **...combining and controlling sounds to achieve a desired effect**  **...music that incorporates effective silences (rests)**  **...different groupings of beats (metre of 2/3)**  Composing   * **A simple rhythmic accompaniment to a song using ostinato patterns and drones** * **Music that has a recognisable structure** * **A piece of music that has a clearly defined plan, making subtle adjustments to achieve the intended effect** | Rhythm and Pulse   * **[r] Maintain two or more different ostinato patterns in a small instrumental group against a steady beat** * **Play music that includes RESTS**   Pitch and Singing   * **Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody** * **Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)** * **Sing two/three-part rounds with more confidence and increasing pitch accuracy** * **Sing confidently as part of a small group or solo being aware of posture and good diction** * **Copy short phrases and be able to sing up and down in step independently.**   Listening, Reflecting and Appraising   * **Recognise aurally some individual orchestral instruments taught in school.** * **Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre)** * **Identify repeated rhythmic or melodic phrases in live or recorded music.** * **Identify whether a song has a verse/chorus or call and response structure** * **Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.**   Musicianship and Performance  **[Clarinet]**   * **Use tuned instruments with increasing confidence to accompany songs and improvise** * **Play by ear – find known phrase or short melodies using tuned instruments** * **Play music in a metre of two or three time** * **Read and play from some conventional music symbols** * **Follow a leader, stopping / starting; playing faster / slower; playing louder / quieter.** * **Perform to an audience of adults (e.g. in assembly)**   Exploring  **Explore...**  **...rhythm patterns in music from different times and places (duration)**  **...combining and controlling sounds to achieve a desired effect**  **...music that incorporates effective silences (rests)**  **...different groupings of beats (metre of 2/3)**  Composing   * **Music that has a recognisable structure** * **A piece of music that has a clearly defined plan, making subtle adjustments to achieve the intended effect** * **Arrange a song using tuned** **accompaniments developed from the song and perform to a friendly audience** * **Use a range of ICT to sequence, compose, record and share work** | Rhythm and Pulse   * **[r] Maintain two or more different ostinato patterns in a small instrumental group against a steady beat** * **Play music that includes RESTS**   Pitch and Singing   * **Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody** * **Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)** * **Sing two/three-part rounds with more confidence and increasing pitch accuracy** * **Sing confidently as part of a small group or solo being aware of posture and good diction** * **Copy short phrases and be able to sing up and down in step independently.**   Listening, Reflecting and Appraising   * **Recognise aurally the range of percussion (tuned and untuned) used ins school and some individual orchestral instruments taught in school** * **Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre)** * **Recognise music from different times and countries identifying key elements that give it its unique sound.** * **Identify repeated rhythmic or melodic phrases in live or recorded music.** * **Identify the use of metre in 2 or 3 in a piece of recorded or live music.** * **Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.**   Musicianship and Performance  **[Glockenspiel]**   * **Use tuned percussion instruments with increasing confidence to accompany songs and improvise** * **Read and play from some conventional music symbols** * **Combine instrumental playing with narrative and movement** * **Follow a leader, stopping / starting; playing faster / slower; playing louder / quieter.** * **Perform to an audience of adults (e.g. in assembly)**   Exploring  **Explore...**  **...sounds to create particular effects (timbre)**  **...the pentatonic scale**  **...pitched notes that move by steps and/or leaps to make short phrases/melodies**  **...music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc**  **…combining and controlling sounds to achieve a desired effect**  **...music that incorporates effective silences (rests)**  **…different groupings of beats (metre of 2/3)**  Composing   * **A simple rhythmic accompaniment to a song using ostinato patterns and drones** * **A simple melody from a selected group of notes (I.e. a pentatonic scale)** * **Music that has a recognisable structure** * **A piece of music that reflects images/and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect** * **Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience** * **Use a range of ICT to sequence, compose, record and share work** |
| Year 5  National Curriculum Objectives | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music |
| Year 5  Skills Progression  **KEY WORDS**  PULSE  RHYTHM  METRE  PHRASE  MELODY SCALE  CHORD  CLUSTER  DRONE  OSTINATO  REPETITION  NOTATION  ACCOMPANIMENT  ARRANGE  RECORD | Rhythm and Pulse   * **Play with a sense of pulse in a variety of metres** * **Sustain a rhythmic ostinato to accompany singing/other instruments**   Pitch and Singing   * **Sing songs in a wide variety of styles, showing accuracy and expression** * **Sing a song with an understanding of its history and purpose (I.e., a song about the environment, gospel song protest song, sea shanty)** * **Perform a song showing an awareness of phrasing and the shape of melody** * **Sing independently with increasing confidence and accuracy**   Listening, Reflecting and Appraising   * **Recognise aurally the range of instruments (percussion and orchestral) taught in the school** * **Recognise music from different times and countries identifying key elements that give it its unique sound** * **Reflect upon...**   **-the differences in musical styles/genres and how and why these differences occur**  Musicianship and Performance  [Samba Percussion]   * **Play a range of percussion and orchestral instruments with increasing confidence and ability** * **Maintain own part in a small instrumental group** * **Play with a sense of pulse in a variety of metres** * **Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence**   Exploring  Explore...  **...layering rhythmic and melodic ostinatos**  **...improvising over a drone**  **Chords/note clusters**  **...graphic notation to record simple rhythmic/melodic compositions**  **...layering rhythmic and melodic ostinatos**  Composing  **Compose...**  **Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects**  **A group/class arrangement of a song using voices and instruments** | Rhythm and Pulse   * **Play with a sense of pulse in a variety of metres** * **Sustain a rhythmic ostinato to accompany singing/other instruments**   Pitch and Singing   * **Sing songs in a wide variety of styles, showing accuracy and expression** * **Sing as part of a three-part round** * **Sing a second part of a two-part song with increasing confidence** * **Sing a song with an understanding of its history and purpose (I.e., a song about the environment, gospel song protest song, sea shanty)** * **Perform a song showing an awareness of phrasing and the shape of melody** * **Sing independently with increasing confidence and accuracy**   Listening, Reflecting and Appraising   * **Recognise and talk about specific styles/traditions of music with a growing awareness of musical differences and similarities** * **Recognise music from different times and countries identifying key elements that give it its unique sound** * **Recognise and identify features of expression (phrasing, dynamics, different tempi) in an extract of live or recorded music** * **Reflect upon...**   **-the music they hear using musical terms**  Musicianship and Performance  [Ukulele]   * **Play a range of percussion and orchestral instruments with increasing confidence and ability** * **Maintain own part in a small instrumental group** * **Play with a sense of pulse in a variety of metres** * **Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence**   Exploring  Explore...  **...conventional** **notation to record simple rhythmic/melodic compositions**  **...short rhythmic and melodic ostinatos on tuned and untuned instruments through improvisation**  **...layering rhythmic and melodic ostinatos**  **...different metres, syncopation and how to swing the beat**  Composing  **Compose...**  **Music for a special occasion**  **A melody to match lyrics**  **Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects**  **A group/class arrangement of a song using voices and instruments**  **Refine and record compositions either graphically or using ICT** | Rhythm and Pulse   * **Play with a sense of pulse in a variety of metres** * **Sustain a rhythmic ostinato to accompany singing/other instruments**   Pitch and Singing   * **Sing songs in a wide variety of styles, showing accuracy and expression** * **Sing as part of a three-part round** * **Sing a second part of a two-part song with increasing confidence** * **Sing a song with an understanding of its history and purpose (I.e., a song about the environment, gospel song protest song, sea shanty)** * **Perform a song showing an awareness of phrasing and the shape of melody** * **Sing independently with increasing confidence and accuracy**   Listening, Reflecting and Appraising   * **Recognise aurally the range of instruments (percussion and orchestral) taught in the school** * **Recognise and talk about specific styles/traditions of music with a growing awareness of musical differences and similarities** * **Recognise music from different times and countries identifying key elements that give it its unique sound** * **Recognise and identify features of expression (phrasing, dynamics, different tempi) in an extract of live or recorded music** * **Recognise relationships between lyrics and melody** * **Recognise chords/clusters** * **Reflect upon...**   **-the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effect**  Musicianship and Performance  [Ensemble]   * **Play a range of percussion and orchestral instruments with increasing confidence and ability** * **Play and improvise as part of a group and as a solo performer** * **Maintain own part in a small instrumental group** * **Sustain a melodic ostinato or drone to accompany singing/other instruments** * **Perform expressively showing an understanding of the music and its context** * **Perform in a variety of styles/genres**   Exploring  Explore...  **...conventional and graphic notation to record simple rhythmic/melodic compositions**  **...different computer programs for sampling, sequencing and composing music**  **...techniques for recording and sharing music**  Composing  **Compose...**  **Music for a special occasion**  **A melody to match lyrics**  **Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects**  **A group/class arrangement of a song using voices and instruments**  **Refine and record compositions either graphically or using ICT** |
| Year 6  National Curriculum Objectives | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | 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 music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music |
| Year 6  Skills Progression  KEY WORDS:  RHYTHM  PHRASE  MELODY  HARMONY  OSTINATO  METRE  REPETITION  SCALE  ACCOMPANIMENT  STYLE  EXPRESSION  RECORD  ICT | Rhythm and Pulse   * **Layer rhythmic ostinatos** * **Read and play** **a range of conventional rhythm notation**   Pitch and Singing   * **Sing confidently in a wide variety of styles with expression** * **Sing a second part of a two part song with confidence** * **Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion**   Listening, Reflecting and Appraising   * **Distinguish differences in timbre** **and texture between a wide variety of instruments and instrumentation** * **Identify and discuss ‘what happens when’ within simple musical structures** * **Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music**   Musicianship and Performance   * **Read and play with confidence from conventional or graphic notation** * **Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.** * **Perform with sensitivity to different dynamics/tempi** * **Maintain a rhythmic or melodic accompaniment to a song**   Exploring  Explore...   * **Chords/harmony - concord and discord** * **Scales, such as pentatonic, rag, blues** * **Developing ideas, using musical devices such as repetition, question and answer, ostinato**   Composing  **Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment**  **Refine own compositions after discussion**  **Use a range of symbols (conventional or graphic) to record compositions** | Rhythm and Pulse   * **Layer rhythmic ostinatos** * **Read and play a range of conventional rhythm notation**   Pitch and Singing   * **Sing confidently in a wide variety of styles with expression** * **Communicate the meaning and mood of the song** * **Maintain own part in a round** * **Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion**   Listening, Reflecting and Appraising   * **Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences** * **Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions**   Musicianship and Performance   * **Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.** * **Perform with sensitivity to different dynamics/tempi** * **Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.**   Exploring  Explore...   * **Chords/harmony - concord and discord** * **Characteristics of various styles, (e.g. blues, rap, gospel, folk, traditional African)**   Composing  **Create own simple songs reflecting the meaning of the words**  **Refine own compositions after discussion**  **Use a range of symbols (conventional or graphic) to record compositions**  **Use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions** | Rhythm and Pulse   * **Layer rhythmic ostinatos** * **Read, play and write a range of conventional rhythm notation** * **Develop rhythmic ideas, using musical devices such as repetition, question and answer, ostinato**   Pitch and Singing   * **Sing confidently in a wide variety of styles with expression** * **Communicate the meaning and mood of the song** * **Sing a simple second part of a two part song with confidence** * **Maintain own part in a round** * **Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion**   Listening, Reflecting and Appraising   * **Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.**   Musicianship and Performance   * **Perform on a range of instruments in mixed groups to an audience with confidence** * **Read and play with confidence from conventional or graphic notation** * **Perform with sensitivity to different dynamics/tempi** * **Lead/conduct a group of instrumental performers** * **Maintain own part on a pitched instrument in a small ensemble** * **Perform own compositions to an audience** * **Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.**   Exploring  Explore...   * **Chords/harmony - concord and discord** * **Scales, such as pentatonic, rag, blues** * **Texture created by layering rhythmic and/or melodic ostinatos** * **Developing ideas, using musical devices such as repetition, question and answer, ostinato** * **Characteristics of various styles, (e.g. blues, rap, gospel, folk, traditional African)** * **Improvising in a variety of styles**   Composing  **Create own simple songs reflecting the meaning of the words**  **Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment**  **Refine own compositions after discussion**  **Use a range of symbols (conventional or graphic) to record compositions**  **Use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions** |