

Music Skills Coverage and Progression

Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing Singing first then transfer to instruments	<p>learn a bank of class songs and games with which to perform.</p> <p>To tap out simple repeated rhythms and explore and learn how sounds can be changed.</p> <p>To sing a few familiar songs and imitate movement in response to music</p> <p>To respond a range of media, such as music, dance and paint and other materials or words.</p>	<p>learn a bank of class songs and games with which to perform, improvise and analyse</p> <p>Can distinguish between talking/whispering/singing voice</p> <p>Respond to conductor/how and when to sing/play an instrument.</p> <p>Echo clap 2-4 bar rhythmic phrases</p> <p>Transfer this to various percussion instruments</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>	<p>Use songs and singing games / improvise and analyse</p> <p>Assume a good singing posture and think about breath control when singing</p> <p>Aim for accurate pitch matching</p> <p>Perform in 2 vocal parts eg: rhythmic chants</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Echo clapping 4 bar phrases with crochet, quaver minim</p> <p>Play tuned and untuned instruments musically</p>	<p>learn a bank of class songs and games with which to perform, improvise and analyse</p> <p>Sing increasingly longer songs from memory with accurate pitch and in tune.</p> <p>Show breath control when singing and pronounce words clearly (diction).</p> <p>Begin to sing in two parts eg: round or canon</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p>	<p>Use songs and singing games to perform, improvise and analyse</p> <p>Sing in tune, pronounce words, use a range of dynamics</p> <p>Sustain a rhythmic ostinato/ drone/ melodic ostinato to accompany singing using voices and/or instrument</p> <p>Perform with control and awareness of what others are singing/ playing.</p> <p>Take turns to conduct a group</p>	<p>Show control, phrasing and expression when singing.</p> <p>Hold part in a round</p> <p>Transfer songs with limited pitch range onto melody instruments</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression</p>	<p>Breathe well, pay attention to phrasing, diction and dynamics when singing</p> <p>Sing or play from memory with confidence.</p> <p>Maintain own part in a round/canon</p> <p>Begin to maintain a harmony line</p> <p>Transfer songs with limited pitch range onto melody instruments</p> <p>Play accurately with awareness of what others are playing.</p> <p>Improvise using 5 notes of the pentatonic scale.</p>

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Composing Begin by improvising then give clear structure/prompts to make composing successful and fun	<p>Build a repertoire of songs and dances and explore the different sounds of instruments.</p> <p>create simple representations of events, people and objects.</p>	<p>begin to create own rhythmic patterns to be clapped then transferred onto drum/woodblock</p> <p>Using familiar songs change elements of them using the 3 comparatives – Pitch -higher and lower– Dynamics- louder and quieter–Tempo-faster and slower</p>	<p>Using flashcards create longer rhythmic patterns</p> <p>Create own compositions</p> <p>Using familiar songs improvise using the 3 comparatives – Pitch -higher and lower– Dynamics-louder and quieter–Tempo-faster and slower – interrelated dimensions</p>	<p>Compose and perform melodies using two or three notes</p> <p>Create/ improvise repeated rhythmic patterns (ostinati) on a range of percussion inc body percussion</p> <p>Compose own raps/ vocal rhythm pieces (based on poems)</p> <p>Compose music for a range of purposes using some dimensions of music</p>	<p>accuracy, fluency and expression</p> <p>Create spoken rhythm pieces that are accompanied with rhythmic ostinato</p> <p>Create accompaniments for known songs from bank or other melody instruments</p> <p>Make creative use of the way sounds can be changed, organised and controlled (including ICT).</p> <p>To use simple musical notations, including non-standard notations</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions such as: pitch, duration, dynamics, tempo, timbre, texture, structure and</p>	<p>Create accompaniments for known songs from known bank or using other melody instruments</p> <p>Improvise melodies using 3 or 4 notes on instruments</p> <p>Create (4 phrase) own songs use simple given structure ABAB</p> <p>Make sound recordings of compositions (ICT)</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Create accompaniments for known/own songs from known bank or using other melody instruments</p> <p>Improvise melodies using the pentatonic scale 5 notes on instruments</p> <p>Create (4 phrase) own songs give structure options AABB ABB etc</p> <p>Make sound recordings of compositions (ICT)</p>

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					appropriate musical notations.		
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<p>Describing</p> <p>Children need to gain musical understanding and vocabulary through practical activities and this can then be applied to other contexts eg: listening</p>	<p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>To create simple representations of events, people and objects.</p> <p>To sing to themselves and make up simple songs. They make up rhythms and capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Respond to the pulse in music by clapping/playing.</p> <p>Develop awareness of texture- all playing same instrument v 2,3,4, different instruments /voices playing together etc</p> <p>Name the orchestral families: Strings Woodwind Brass Percussion</p> <p>Start to identify different timbres (Instrument voices) by listening (and seeing) solo instruments</p> <p>Listen to a range of music choral/orchestral/folk World – high quality live and recorded music</p>	<p>Begin to learn the difference between pulse and rhythm through clapping activities (flashcards)</p> <p>Experiment with the three comparatives when singing Dynamics (loud and quiet), Tempo (fast and slow) and Pitch (high and low).</p> <p>Listen to a range of music and respond to choral/orchestral /folk World/ topic related etc</p> <p>Have opportunity to learn a musical instrument.</p>	<p>Internalise the pulse in music.</p> <p>Know the difference between pulse and rhythm.</p> <p>Start to use musical vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Learn to recognise a musical phrase</p> <p>Listen to a range of musical genres and discuss with increasing aural memory</p>	<p>Know how pulse stays the same but rhythm changes in a piece of music.</p> <p>Try to identify layers of sound (texture) when listening to music EG: solo/duet/orchestra</p> <p>Use a wider variety of musical vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>Investigate structure using familiar tunes from known songs</p> <p>Listen to a range of composers linking their period with relevant history</p>	<p>Understand and use a range of words to describe music (eg. timbre, pitch, dynamics, tempo, texture, structure, phrase pulse/beat, rhythm, metre, silence, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Listen to a range of composers linking their period with relevant history</p> <p>Listen to music from around the world discuss cultural aspects</p> <p>To listen with increased attention to detail and recall sounds with aural memory</p>	<p>When listening to music be able to use a wide variety of musical vocabulary (see y5) to describe what they are hearing.</p> <p>Be able to identify the timbres of most orchestral instruments</p> <p>Listen to a range of composers linking their period with relevant history</p> <p>Compare and contrast music from around the world</p> <p>Discuss cultural aspects</p>

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						consistently accurately.	
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<p>Transcribing</p> <p>To develop a preference for forms of expression and begin to notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		<p>Introduce idea of representing musical sound through symbols eg: graphic notation (pics to represent a specific sound)</p> <p>When listening to music have a go at representing sounds with own symbols</p> <p>Use ICT to organise musical ideas (where appropriate).</p>	<p>Moving on from creepy crawly rhythms use correct musical terms for crotchet and quaver</p> <p>Use ICT to organise musical ideas (where appropriate).</p> <p>Use voices to create and compose music independently and with others.</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo,</p>	<p>Introduce minim and a crotchet rest</p> <p>Begin to transfer from human to stick notation to record rhythm patterns (inc crotchet, quaver, minim, rest)</p> <p>Use ICT to organise musical ideas (where appropriate).</p> <p>use simple musical notations, including non-standard notations</p>	<p>Introduce single quavers (syncopation) using songs from known songbank</p> <p>Begin to look at stave notation for melody that shows changes of pitch</p> <p>Learn to recognise minim crotchet quavers semibreve in staff notation</p> <p>Use ICT to organise musical ideas (where appropriate).</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology</p>	<p>Recognise the notes EGBDF and FACE on musical stave</p> <p>Begin using the stave to record simple known rhythmic then melodic phrases</p> <p>Develop ways to record compositions on paper- moving from stick notation to stave</p> <p>Use ICT to organise musical ideas (where appropriate).</p>	<p>Consolidate recognition of staff notation</p> <p>Begin using the stave to record simple known rhythmic then melodic phrases</p> <p>Use ICT to organise musical ideas (where appropriate).</p>

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			timbre, texture, structure and appropriate musical notations.		appropriately and have the opportunity to progress to the next level of musical excellence		
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