



St Mary's CE (VA) Primary School		Progression of Music Skills					
	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>	Sing a large repertoire of songs.	Control vocal dynamics, duration and timbre. (Unit 4)	Chant and sing in two parts while playing a steady beat (Unit 4)	Sing in two-part harmony (Unit 1)	Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1)	Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1)	Demonstrate understanding of pitch through singing from simple staff notation (Unit 1)
	Listen with increased attention to sounds.	Sing a song together as a group. (Unit 7)	Understand pitch through singing, movement, and note names (Unit 11)	Sing in two parts (two different melodies) with movements and percussion (Unit 9)	Use beatbox techniques to imitate the sound of a drum kit (Units 1 & 3)	Sing and play scale and chromatic melodies accurately (Unit 4)	Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1)
	Respond to what they have heard, expressing their thoughts and feelings.	Use Voices to create descriptive sounds. (Unit 12)			Learn to sing partner songs (Unit 3)		Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2)
	Remember and sing entire songs.				Sing a call and response song in a minor key in two groups (Unit 8)	Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5)	Learn to sing major and minor note patterns accurately (Unit 2)
	Sing the pitch of a tone sung by another person				Sing a song with three simple independent parts (Unit 10)	Sing a song in unison and three-part harmony (Unit 6)	Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers
	Sing the melodic shape of familiar songs.					Sing with attention to accuracy in rhythm, pitch and dynamics	
	Learn rhymes, poems and songs.						

						(Unit 6)	(Unit 2)  Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4)  Refine vocal performance with consideration of posture, breathing and enunciation. (Unit 5)
Playing instruments	Play instruments with increasing control to express their thoughts and feelings.	Identify and keep a steady beat using instruments. (Unit 2)  Explore and control dynamics, duration, and timbre with instruments. (Unit 4)  Explore sounds on instruments and find different ways to vary their sound. (Unit 8)	Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)  Play pitch lines on tuned percussion (Unit 5)	Accompany a song with a melodic ostinato on tuned percussion (Unit 1)  Perform a pentatonic song with tuned and untuned accompaniment (Unit 5)  Understand and use pitch notations (Unit 7)  Read simple rhythm	Play and sing repeated pattern (ostinato) from staff notation (Unit 10)	Read a melody in staff notation (Unit 3)  Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities (Unit 5)  Perform music together in synchronization with a short movie (Unit 5)  Develop ensemble playing, focusing on steady beat and	Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1)  Play a chordal accompaniment to a piece (Unit 3)  Follow and interpret a complex graphic score for four instruments (Unit 3)  Play tuned instrumental parts confidently from graphic

		Use instruments to create descriptive sounds. (Unit12)  Play fast, slow, loud and quiet sounds on percussions instruments. (Unit 9)		notation (Unit 7) Read graphic notation to play a melody on tuned instruments. (Unit 10)		placing notes accurately together (Unit 6)  Control short, loud sounds on a variety of instruments (Unit 6)	scores with note names (Unit 6) (school production)
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Improvising / exploring</b>	<p>Create their own songs, or improvise a song around what they know.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments (Unit 7)</p> <p>Explore different sound sources and materials (Unit 7)</p> <p>Explore sounds on instruments and find</p>	<p>Explore timbre and texture to understand and how sounds can be descriptive (Unit 3)</p> <p>Combine sounds to create a musical effect in response to visual stimuli (Unit 7)</p> <p>Explore voices to create descriptive musical effects (Unit 7)</p>	<p>Explore simple accompaniments using beat and rhythm patterns (Unit 12)</p>	<p>Understand syncopation and clap improvised off-beat rhythms (Unit 10)</p>	<p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1)</p> <p>Learn about jazz scat singing and devise scat sounds (Unit 1)</p> <p>Play and improvise using the whole tone scale (Unit 2)</p> <p>Create musical effects using contrasting pitch (Unit 3)</p>	<p>Devise, combine and structure rhythms through dance (Unit 1)</p> <p>Improvise descriptive music on instruments and other sound makers (Unit 4)</p>

		<p>different ways to vary their sound (Unit 8)</p>				<p>Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities (Unit 5)</p> <p>Learn about and explore techniques used in movie soundtracks (Unit 5)</p>	
<p>Composing</p>		<p>Invent and perform new rhythms to a steady beat (Unit 10)</p> <p>Create, play and combine simple word rhythms (Unit 11)</p> <p>Create a picture in sound (Unit 12)</p>	<p>Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)</p>	<p>Select descriptive sounds to accompany a poem (Unit 1)</p> <p>Choose different timbres to make an accompaniment (Unit 1)</p> <p>Make choices about musical structure (Unit 2)</p> <p>Use a score and combine sounds to create different musical textures (Unit 12)</p>	<p>Compose an introduction for a song (Unit 2)</p> <p>Compose a rap (Unit 9)</p> <p>Match short rhythmic phrases with rhythm notation (Unit 10)</p>	<p>Develop a structure for a vocal piece and create graphic scores (Unit 3)</p> <p>Explore extended vocal techniques through listening to and composing 'a Capella' (unaccompanied) vocal music based on graphic scores (Unit 3)</p> <p>Use the musical dimensions to create and perform music for a movie (Unit 5)</p> <p>Evaluate and refine compositions with reference to the</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</p> <p>Compose programme music from a visual stimulus (Unit 5)</p>

						<p>inter-related dimensions of music (Unit 5)</p> <p>Create sounds for a movie, following a timesheet (Unit 5)</p>	
<p><b>Listening</b></p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Recognize and respond to changes in tempo in music (Unit 2)</p> <p>Identify changes in pitch and respond to them with movement (Unit 6)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand musical structure by listening and responding through movement (Unit 12)</p>	<p>Match descriptive sounds to images (Unit 3)</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</p>	<p>Listen to and learn about traditional Chinese music (Unit 5)</p> <p>Listen to and learn about a Romantic piece of music (Unit 6)</p> <p>Listen to and learn about a medieval antiphon (Unit 7)</p> <p>Listen to, learn about, play and dance to Tudor dance music (Unit 7)</p>	<p>Understand how rhythmic articulation affects musical phrasing (Unit 1)</p> <p>Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2)</p> <p>Listen to and learn about 1940 dance band music (Unit 3)</p> <p>Listen to and play along with Bhangra music (Unit 4)</p> <p>Copy rhythms and a short melody (Unit 9)</p> <p>Match short rhythmic phrases with rhythm notation (Unit 10)</p>	<p>Learn about the music of an early Baroque opera (Unit 3)</p> <p>Demonstrate understanding of the effect of music in movies (Unit 5)</p>	<p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p> <p>Experience and understand the effect of changing harmony (Unit 6)</p> <p>Listen to and understand modulation in a musical bridge (Unit 6) (school production)</p>

<p style="text-align: center;"><b>Appraising</b></p>		<p>Identify a sequence of sounds (structure) in a piece of music ( <b>Unit 4</b> )</p> <p>Listen in detail to a piece of orchestral music (eg identify instruments)</p> <p style="text-align: center;"><b>(Unit 6)</b></p> <p>Identify metre by recognising its pattern <b>(Unit 8)</b></p> <p>Identify a repeated rhythm pattern <b>(Unit 10)</b></p>	<p>Identify ways of producing sounds (e.g shake, strike, pluck )</p> <p style="text-align: center;"><b>(Unit 3)</b></p>		<p>Identify different instrument groups from a recording</p> <p style="text-align: center;"><b>(Unit 3)</b></p>	<p>Identify changes in tempo and their effects <b>(Unit 5)</b></p> <p>Evaluate and refine composition with reference to the interrelated dimensions of music <b>(Unit 5)</b></p> <p>Explore and analyse a song arrangement and its structure <b>(Unit 6)</b></p> <p>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time <b>(Unit 6)</b></p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music <b>(Unit 3)</b></p> <p>Discuss the music of a Russian Romantic composer with reference to a painting from the same period <b>(Unit 5)</b></p>
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Vocabulary Progression

	EYFS	1	2	3	4	5	6
	Percussion Fast Slow Loud Quiet	High Low Listen Music Pattern Song Chant	Beat Tempo Dynamics Pitch Repeat Rhythm Sequence Tune/Melody	Ostinato Rhythm Beat Duration Structure Melody Perform Pitch Tunefully Rest	Aural Compose Texture Dynamics Expression Musician Recall Tempo Timbre	Solo Chord Composer Ensemble Harmony Melody Notation Notes Posture Projection	Audience Composition Expressively Notation Variation Phrases Theme

\*Inter-related dimensions of music (dynamics):

PULSE: the steady beat of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.