



Music Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Songs We Know</p> <p>Circle songs & games</p> <p>Exploring different ways of using voice</p> <p>Repeat short phrases</p> <p>Sing pitches ‘Soh, Mi, Doh’ with hand signs</p> <p>Learn & perform Nativity songs</p>	<p>Learn a wider range of songs, eg assembly, topic</p> <p>Sing pitches ‘Soh, Mi, Doh, Re, La’ in tune</p> <p>Learn & perform Nativity songs</p>	<p>As Y1 and:</p> <p>Sing with increasing confidence in a variety of contexts</p> <p>Improvise short phrases using pentatonic sol-fa</p> <p>Control the voice for effect, e.g. dynamics, tempo</p>	<p>Sing tunefully and with expression</p> <p>Sing with awareness of the audience</p> <p>Maintain their own part in rounds and part singing</p> <p>Sing from notation</p>	As Y3	<p>Evaluate and improve their own performance</p> <p>Sing a wide range of songs including in 2 & 3 parts, from different cultures & times in history</p> <p>Have a ‘repertoire’ of songs they can sing to performance level</p>	<p>As Y6 and:</p> <p>Take a leading role in school singing: have a sense of passing down our songs to younger ones by being good singing role models</p> <p>Perform with confidence in the leaver’s musical</p>
Dalcroze & Eurhythmy (listening, appraising, notation)	<p>Use body percussion and different ways of moving to show a steady beat.</p> <p>Respond to the piano by moving as suggested by the sound, exploring Pitch & Tempo</p>	<p>As Rec and:</p> <p>Use instruments to keep steady beat, and to accompany singing.</p> <p>Imitate short rhythms</p>	<p>As Y1 and:</p> <p>Use sticks, balls, & scarves to show response to rhythm in a variety of music including their own compositions</p> <p>Take part in</p>	<p>As KS1 and:</p> <p>Take part in increasingly complex rhythm activities</p> <p>Be able to maintain their own part in polyrhythms</p>	<p>As Y3 and</p> <p>Compose & perform rhythmic ostinato as part of larger compositions and to accompany singing</p> <p>Standard notation: as before and</p>	<p>As Y4 and:</p> <p>Be able to compose their own responses to music using Dalcroze apparatus (sticks, bean bags, cups, balls, hoops, scarves)</p> <p>Be able to move to</p>	<p>As Y5 and: be able to sight read simple, short phrases from standard notation</p>



	<p>Use scarves & balls to respond to music</p>		<p>rhythmic passing games</p> <p>Recognise and perform from standard notation crotchets, quavers, crotchet rests</p>	<p>Be able to keep a steady beat when performing rhythmic ostinato from standard notation</p>	<p>minims and semibreves</p>	<p>dotted and syncopated rhythms and then play them</p> <p>Standard notation: as before and: dotted crotchets & quavers, tied notes</p>	
<p>Composing (Notation)</p>	<p>Explore the timbres (sounds) of different instruments</p> <p>Use 'Lighthouse conducting', 'Hoop' & 'Lego' composition to play with different orders and combinations of sound & silence</p> <p>Make simple graphic scores and be able to play from a symbol or cue.</p>	<p>Continue to explore timbre and choose appropriate instruments to compose music to tell a story or to accompany a picture</p> <p>Record on graphic scores</p>	<p>As Y1 and: Improve short phrases on tuned and non-tuned percussion.</p>	<p>Work in groups to compose short pieces of music based on story or mood, or inspired by one of the 10 Pieces, or class topic work (e.g. 'Rivers')</p> <p>Work with the pentatonic scale to compose short pieces</p> <p>Compose short recorder pieces in their heads and perform to the class</p>	<p>As Y3 and: Structure their music in sections in e.g. ABA form to create longer, more musical pieces.</p> <p>Include the musical elements for greater effect: Tempo, Pitch, Timbre, Dynamics</p>	<p>Use their understanding of the Musical Elements: Tempo, Pitch, Rhythm, Timbre, Texture, Structure & dynamics to compose a range of music for a purpose.</p> <p>Structure music in Rondo form</p> <p>Use graphic notation and standard notation to record these</p>	<p>As Y5 and Compose and play an 8 bar recorder piece using standard notation</p>



						Reflect on and improve their work Compose for the recorder using standard notation	
Recorder Karate (Notation & Performing)	Use the recorder as any other instrument in class music activities	As Rec	Learn the notes BAG & correct breathing without reference to standard notation	Begin Recorder Karate. By end of Y3 know how to play from standard notation BAG with a good, even sound (Orange Belt)	Achieve RK Purple belt-notes BAGED	Achieve RK Red Belt-notes BAG F#ED	Achieve RK Black Belt-notes DCBAGF#ED
Ensemble Playing (performing)	Be able to start and stop from visual or written cues Be able to listen when others are playing Explore the different ways of playing the percussion instruments, tuned &	Follow the direction of a conductor to begin and stop playing Begin and end each piece with quiet Continue to use all the school	Learn to play simple 3 note tunes on the tuned percussion Begin to play the recorder	Understand the importance of discipline when playing in class ensemble, and the need for private practise when learning to play an instrument Play the recorder with their class in assembly and at	As Y3 and Have a sense of the audience Consider the musical elements when improving their performance	As Y4 and Be able to keep going if they make a mistake Be able to 'come in' and finish independently Perform with accuracy and a sense of style	As Y4 and: Perform their recorder compositions in assembly



	untuned	instruments and focus on correct technique		the school concert Perform their small group compositions regularly in class and evaluate their work and that of other groups			
Listening Whole school 2014/15: In the Hall of the Mountain King (Grieg) Zadok the Priest (Handel) (Ten pieces to be covered by everyone on a 4 year rolling programme) Stevie Wonder Oxygene IV (Jarre)	The Snowman, Dance of the Sugarplum Fairy	As Rec	AS Rec	10 pieces Vivaldi recorder concerto Evelyn Glennie	10 Pieces	Plainsong-Allegri, Hildegard Von Bingen 10 pieces Si Si Si Missa Luba	As Y5
History of Music	Share the songs we	Share the songs	Be aware of our	Know the context	Know the context	Know the context	Know the context



	<p>know</p> <p>Know that we sing special songs on special occasions: birthdays/Christmas</p>	<p>we all know and talk about where we know them from: home, nursery, the playground etc</p>	<p>seasonal cycle of songs in assembly</p>	<p>in which Handel wrote Zadok the priest</p> <p>Know the history of the recorder</p>	<p>in which Handel wrote Zadok the priest</p>	<p>in which Handel wrote Zadok the priest</p> <p>Know how standard notation was invented</p> <p>Understand the 2 broad strands of music ('classical' and folk or pop) and the influence of religious music</p> <p>Listen to & discuss music from medieval, baroque, classical & 20th century western music</p>	<p>in which Handel wrote Zadok the priest</p> <p>Watch 'Without movement there is no rhythm'</p> <p>Trace origins of pop music from African work songs (also sea shanties), slave songs, spirituals, gospel, rhythm & blues etc</p>
--	--	--	--	---	---	---	---