Reception:

Pupils should be taught to:

1. Sing a range of well-known nursery rhymes and songs.
2. Perform songs, rhymes, poems and stories with others.
3. Try to move in time with music.

Key stage 1

Pupils should be taught to:

1a) use their voices expressively and creatively by singing songs and speaking chants and rhymes

1b) play tuned and untuned instruments musically

1c) listen with concentration and understanding to a range of high-quality live and recorded music

1d) experiment with, create, select and combine sounds using the interrelated dimensions of music

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

2a) play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

2b) improvise and compose music for a range of purposes using the interrelated dimensions of music

2c) listen with attention to detail and recall sounds with increasing aural memory

2d) use and understand staff and other musical notations

2e) appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

2f) develop an understanding of the history of music

Year Group Progression of Skills

	RECEPTION SKILLS PROGRESSION
Singing	• Join in singing simple repetitive songs and melodic patterns using a limited pitch range. • Use spoken voice rhythmically in rhymes and in free creative play. • Explore using the voice in different ways (e.g. whispering, singing, speaking, animal/sounds.) • Copy and pitch match simple intervals such as soh-me pattern with voice. • Take part in simple vocal warm-ups (stretching, breathing, humming).
Listening	• Explore different sounds of musical instruments and other sound makers. • Respond and react musically to others, copying, 'answering,' and interacting with creative sound. • Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics. • Begin recognising instrument families through images/stories.
Composing	• Experiment creatively with sounds (voice, body percussion, instruments and sound makers.) • Create simple representations of events, people and objects and feelings using sounds. • Suggest words, sounds or ways to play to contribute to change and variation in simple songs. • Experience using simple age- appropriate music technology (recording, playing back, mic, headphones) • Record short sounds or performances using simple digital tools.

Musicianship & Performing	**P Pulse/Beat** • Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc) • Explore changes in tempo (fast and slow) using voice, body percussion, sound makers. **Rhythm** • Copy and create simple rhythms based on words. • Experience and develop awareness of rhythm and rhyme in speech. **Pitch** • Recognise and demonstrate obvious changes in pitch. Vocal/body/hand movements to describe. **Dynamics** • Explore changes in dynamics (loud and quiet) using voice and sound makers. **Reading Notation** • Any visual representation of sounds explored, such as symbols or shapes or colours.

	YEAR 1 SKILLS PROGRESSION
Singing	• Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. • Sing so-mi songs and singing games with accurate pitch matching. • Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Explore using the voice expressively and creatively. • Begin to use the 'thinking' voice. • Understand and use simple vocal warm-ups before singing. • Learn correct posture for healthy singing.
Listening	• Listen to a range of recorded and live music express own opinion about the music. • Recognise and respond to changes in dynamics, tempo and timbre. • Name some common hand-held percussion instruments and recognise their sounds aurally. • Identify instrument families (strings, woodwind, brass, percussion).

	• Begin describing musical texture (thick/thin).
Composing	• Improvise simple vocal chants, using question and answer phrases. • Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling. • Explore and understand the difference between creating a rhythm pattern and a pitch pattern. • Begin to create rhythms using words and phrases as a starting point. • Recognise how graphic notation can represent created sounds and explore and invent own symbols. • Use music technology (where available) to capture, change and combine sounds. • Create short musical stories using sequences of sounds. • Represent ideas using clearer structured graphic notation.
Musicianship & Performing	**Pulse/Beat** • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. **Rhythm** • Copy short rhythm patterns led by the teacher using body percussion and instruments. • Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat. **Pitch** • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Respond physically to high and low sounds. • Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.) **Reading Notation** • Follow graphic notations and symbols when playing and performing. • Begin using tuned instrument notes G, A, B.

	YEAR 2 SKILLS PROGRESSION

Singing	• Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. • Sing la-so-mi songs and singing games with accurate pitch matching. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. • Explore using the voice expressively and creatively. • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Sing short phrases independently within a singing game or short song. • Reinforce healthy posture and vocal warm-ups. • Use call-and-response singing for pitch control. •
Listening	• Listen with greater concentration to a range of recorded and live music and express own opinion about the music. • Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. • Name an increasing number of hand-held percussion instruments and recognise their sounds. • Listen to music from around the world. • Identify pitch, tempo and texture aurally. •
Composing	• Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation. • Create music as a response to a stimulus e.g. a rocket launching, a rockpool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions. • Create rhythms using words and phrases as a starting point. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions. • Use music technology (where available) to capture, change and combine sounds. • Compose music inspired by non-musical stimuli (images/stories). • Keep clearer notated records using dot/stick notation. •

Musicianship & Performing	**Pulse/Beat** • Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo (speed.) • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music. **Rhythm** • Begin to identify the difference between pulse and rhythm. • Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument. • Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use rhythm names (walk/jogging). • Read and play rhythm patterns represented as stick notation including crotchets (walk), paired quavers (jogging) and crotchet rests. **Pitch** • Respond to and identify high and low sounds independently when listening to a piece of music. • Begin to recognise the link between shape and pitch in graphic notations. Recognise dot notation and match it to 3 note tunes played on tuned percussion or sung. **Reading Notation** • Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing. • Play tuned instruments with pitch sets G, A, B, D, E.

	YEAR 3 SKILLS PROGRESSION
Singing	• Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Perform actions and body percussion confidently and in time to a range of action songs • Experience singing canons, simple rounds and other partner songs. • Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow) • Sing as a choir in assemblies. • Follow simple choral directions (breathing, cut-offs).

Listening	• Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • Identify stories and cultural origins behind music studied. • Identify specific instruments in recorded music. •
Composing	• Improvise (using voices and tuned/untuned instruments), inventing short 'on-the-spot' responses and using a given note-range (where appropriate). • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. • Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Explore and develop using Music Technology (where available) to capture, change and combine sounds. • **Create and notate simple three-note melodic phrases.** • **Compose song accompaniments on percussion.**

Musicianship & Performing	**Pulse &Rhythm** • Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.) • Understand the difference between pulse and rhythm. • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.) • Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs. **Pitch** • Play simple melodic patterns using a small number of notes, following staff / dot notation (e.g. C-E/do-mi). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes e.g. C-E/do-mi). **Reading Notation** • Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. **Performing** • Rehearse and perform with others, beginning to show an awareness of the audience. • Develop basic ensemble roles (melody group vs. accompaniment group).

	YEAR 4 SKILLS PROGRESSION
Singing	• Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato) • Sing simple two-part songs with independence.

Listening	• Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • When listening to music, recognise the difference between major and minor. • Learn cultural background of genres (e.g., samba).
Composing	• Become more skilled in improvising on a given note range (using voice and instruments). • Use improvisations within more structured composition work • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. •Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases. • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches. • Explore and develop using Music Technology (available) to capture, change and combine sounds. • Make improvements to own work, giving reasons for changes made. • Explore articulation in improvisation (staccato/legato). • Use major/minor chord exploration via technology.

Musicianship & Performing	**Pulse & Rhythm** • Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride.) • Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing. **Pitch** • Play and perform simple melodies using a small range of notes, following staff notation. • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing. • Copy short melodic phrases using a small number of notes, recognising pitch changes by ear **Reading notation** • Recognise the symbols for minims, crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.

	YEAR 5 SKILLS PROGRESSION
Singing	• Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together. • Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato) • Sing songs in different styles with awareness of phrasing and musical character.

Listening	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline. • Link music to historical contexts and world events systematically.
Composing	• Improvise freely over a drone or simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set. • Combine short compositions to create a class piece, exploring different structures e.g. ternary (ABA), rondo (ABACAD etc) • Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary. • Compose short ternary form pieces (ABA). • Enhance melodies with rhythmic or chordal accompaniments. • Begin using triads and simple chord progressions. •

Musicianship & Performing	**Pulse and Rhythm** • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse **Pitch** • Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. • Understand how triads are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation** • Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Follow pitch notation on the stave within a defined range appropriate to the instrument being played (e.g. C– G/do–so). **Performing** • Conform to the etiquette of performance situations as a musician and as an audience member. • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Play major and minor scales and triads confidently.

	YEAR 6 SKILLS PROGRESSION
Singing	• Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together. • Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato). • Experiment with choir positioning and ensemble balance.

Listening	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians. Compare different pieces of music using appropriate musical vocabulary. • Recognise and name a growing number of individual instruments within instrumental families. • Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline. • Study stories, origins and cultural context of world traditions in depth.
Composing	• Continue to improvise freely over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. Extend improvised melodies beyond 8 beats. • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Further explore the difference between major and minor by using a 5 note set starting on C (major) and D (minor) and compose a ternary piece (ABA); where other instruments are available e.g. keyboards, explore major and minor in different keys. • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or melodic instruments. • Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary. • Create multi-section compositions with repetition/contrast. • Use chord changes in melodies and improvisation. •

Musicianship & Performing	**Pulse and Rhythm** • Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. **Pitch** • Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. • Accompany melodies, using block chords or a bass line using tuned percussion or melodic instruments, or using music software. • Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation** • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate. • Read and play confidently from rhythm flashcards and rhythmic scores that contain known rhythms/ notes. • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play from notation a four-bar phrase. **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member. • Make dynamic/interpretive decisions when performing from notation.

SKILLS PROGRESSION

SINGING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. • Sing so-mi songs and singing games with accurate pitch matching. Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Explore using the voice expressively and creatively. • Begin to use the 'thinking' voice. • Understand and use simple vocal warm-ups before singing. Learn correct posture for healthy singing.	• Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. • Sing la-so-mi songs and singing games with accurate pitch matching. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. • Explore using the voice expressively and creatively. • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Sing short phrases independently within a singing game or short song.	• Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Perform actions and body percussion confidently and in time to a range of action songs • Experience singing canons, simple rounds and other partner songs. • Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow)	• Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)	• Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three-part rounds, partner songs, and songs with different structures. • Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato)	• Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together. • Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato).

LISTENING

SKILLS PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Listen to a range of recorded and live music express own opinion about the music. • Recognise and respond to changes in dynamics, tempo and timbre. • Name some common hand-held percussion instruments and recognise their sounds aurally. • Identify instrument families (strings, woodwind, brass, percussion). Begin describing musical texture (thick/thin). •	• Listen with greater concentration to a range of recorded and live music and express own opinion about the music. • Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. • Name an increasing number of hand-held percussion instruments and recognise their sounds.	• Listen with increasing concentration and recognise how the interrelated dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.	• Listen with increasing concentration and describe how the interrelated dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • When listening to music, recognise the difference between major and minor.	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.

COMPOSING

SKILLS PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Improvise • Improvise simple vocal chants, using question and answer phrases. **Compose** • Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling. • Explore and understand the difference between creating a rhythm pattern and a pitch pattern. • Begin to create rhythms using words and phrases as a starting point • Create short musical stories using sequences of sounds. • Represent ideas using clearer structured graphic notation. • .	**Improvise** • Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation. **Compose** • Create music as a response to a stimulus e.g. a rocket launching, a rockpool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the interrelated dimensions. • Create rhythms using words and phrases as a starting point. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions.	**Improvise** • Improvise (using voices and instruments), inventing short 'on-the-spot' responses using a given note-range. **Compose** • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. • Begin to compose simple rhythmic patterns and song accompaniments on	**Improvise** • Become more skilled in improvising on a given note range (using voice and instruments) • Use improvisations within more structured composition work **Compose** • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. •Compose rhythmic patterns using crotchets, paired quavers, minims and	**Improvise** • Improvise freely over a drone or simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. **Compose** • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set.	**Improvise** • Continue to improvise freely over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. Extend improvised melodies beyond 8 beats. **Compose** • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Further explore the difference between major and minor by using a 5 note set starting on C (major) and D (minor) and compose a ternary piece (ABA); where other instruments are available e.g.

• Recognise how graphic notation can represent created sounds and explore and invent own symbols. • Use music technology (where available) to capture, change and combine sounds.	• Use music technology (where available) to capture, change and combine sounds.	untuned percussion using crotchets, paired quavers, minims and crotchet rests. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Explore and develop using Music Technology (where available) to capture, change and combine sounds.	crotchet rests to create sequences of 2-, 3- or 4-beat phrases. • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches. • Explore and develop using Music Technology (where available) to capture, change and combine sounds. • Make improvements to own work, giving reasons for changes made.	• Combine short compositions to create a class piece, exploring different structures e.g. ternary (ABA), rondo (ABACAD etc) • Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary.	keyboards, explore major and minor in different keys. • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or melodic instruments. • Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary.

SKILLS PROGRESSION

MUSICIANSHIP & PERFORMING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pulse/Beat • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. **Rhythm** • Copy short rhythm patterns led by the teacher using body percussion and instruments. • Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat. Begin using tuned instrument notes G, A, B.	**Pulse/Beat** • Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo (speed.) • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music. **Rhythm** • Begin to identify the difference between pulse and rhythm. • Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument. • Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use	**Pulse &Rhythm** • Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.) • Understand the difference between pulse and rhythm. • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.) • Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs.	**Pulse & Rhythm** • Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride .) • Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing.	**Pulse and Rhythm** • Play or sing a rhythmic pattern or melody and maintain it as part of a multilayered ensemble piece, keeping a strong sense of pulse	**Pulse and Rhythm** • Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multilayered ensemble piece, keeping a strong sense of pulse

Pitch • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Respond physically to high and low sounds. • Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.)	rhythm names (walk/jogging). • Read and play rhythm patterns represented as stick notation including crotchets (walk), paired quavers (jogging) and crotchet rests. **Pitch** • Respond to and identify high and low sounds independently when listening to a piece of music. • Begin to recognise the link between shape and pitch in graphic notations. Recognise dot notation and match it to 3 note tunes played on tuned percussion or sung.	**Pitch** • Play simple melodic patterns using a small number of notes, following staff / dot notation (e.g. C-E/domi). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes e.g. C-E/do-mi).	**Pitch** • Play and perform simple melodies using a small range of notes, following staff notation. • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing. • Copy short melodic phrases using a small number of notes, recognising pitch changes by ear	**Pitch** • Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. • Understand how triads are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	**Pitch** • Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. • Accompany melodies, using block chords or a bass line using tuned percussion or melodic instruments, or using music software. • Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Reading Notation • Follow graphic notations and symbols when playing and performing.	**Reading Notation** • Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing.	**Reading Notation** • Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. **Performing** • Rehearse and perform with others, beginning to show an awareness of the audience.	**Reading notation** • Recognise the symbols for minims, crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. • Read and perform pitch notation within a defined range (e.g. C– G/do–so). **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.	**Reading Notation** • Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Follow pitch notation on the stave within a defined range appropriate to the instrument being played (e.g. C–G/do–so). **Performing** Conform to the etiquette of performance situations as a musician and as an audience member. Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.	**Reading Notation** • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate. • Read and play confidently from rhythm flashcards and rhythmic scores that contain known rhythms and notes. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play from notation a four-bar phrase. **Performing** Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. Conform to the etiquette of performance situations as a musician and as an audience member.