

# Music Progression of Skills

	Musical Strands	SKILLS TAUGHT: A MUSICIAN IN THIS Year CAN...
<b>EYFS</b> <b>(Expressive Arts and Design)</b>	<b>Singing</b>	<ul style="list-style-type: none"> <li>• Understand the difference between using our speaking voices and singing voices.</li> <li>• Rehearse singing loud without shouting!</li> <li>• Singing high notes and low notes, loudly and softly (p) and (f)</li> <li>• Building up a repertoire of rhymes, nursery rhythms and simple repetitive songs.</li> <li>• Perform songs as part of the nativity performance.</li> </ul>
	<b>Rhythm and ensemble work</b>	<ul style="list-style-type: none"> <li>• Making (piano) and (forte) sounds on instruments.</li> <li>• Following non-verbal cues from a leader on: when to play their instrument and when to stop, when to get louder and when to get quieter, when to get faster and when to get slower.</li> <li>• Learn to play simple patterns in time with others e.g. playing along to rhymes taught.</li> </ul>
	<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen to music related to their challenges and the music curriculum. Discuss their thoughts and feeling towards it.</li> <li>• Listen to several pieces by Mozart and Beethoven and learn that they were famous composers.</li> <li>• Respond to music in different ways, moving, body percussion, playing along,</li> <li>• Listen to music and identify parts that repeat e.g. chorus or section A in a RONDO</li> <li>• Listen to live performances in different styles (e.g. Violin) and talk about the sound and the instruments producing it.</li> </ul>
	<b>Composition and improvisation</b>	<ul style="list-style-type: none"> <li>• Explore and describe the sounds different instruments make.</li> <li>• Experiment playing instruments in different ways.</li> <li>• Tell stories and improvise musical sound effects on instruments.</li> <li>• Perform in an interactive class performance of a group composition.</li> </ul>
	<b>Technical skills</b>	<ul style="list-style-type: none"> <li>• Learning how to play classroom percussion instruments correctly e.g. how to correctly play a triangle.</li> <li>• Know the names of classroom percussion instruments.</li> </ul>
	<b>Reading notation</b>	<ul style="list-style-type: none"> <li>• Learning to play when they see a picture card of their instrument.</li> <li>• Following basic pictures and symbols for simple body percussion activities.</li> <li>• Following musical 'circles' on the whiteboard when playing along to Mozart.</li> <li>• Exposure to music with notation so they 'see' the music notes and learn to associate them with playing an instrument.</li> </ul>
	<b>Vocabulary</b>	Musician, Composer, Orchestra, concert, conductor, Violin, Piano, Guitar, Beat, Tempo, Composer: Mozart
<b>Year 1</b>	<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing with expression (P &amp; F),</li> <li>• Singing melodies with consecutive pitches, 3rds and 4th accurately.</li> <li>• Develop a repertoire of different songs from different cultures and traditions</li> <li>• Perform songs with multiple verses from memory at a concert</li> <li>• Sing call and response songs in different languages e.g. kye kye kule</li> </ul>
	<b>Rhythm and ensemble work</b>	<ul style="list-style-type: none"> <li>• Play in time with others in an ensemble</li> <li>• Keep a steady pulse</li> <li>• Repeat and play 1 bar rhythms accurately.</li> <li>• Follow graphic scores.</li> <li>• Develop leadership skills and confidence doing solos- singing and playing call and response</li> <li>• Play a simple accompaniment to a song on tuned percussion</li> </ul>

	<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen to live and recorded music by Vivaldi and Saint Saens respond to it in different ways through art and movement.</li> <li>• Talk about 2 of musical elements: <b>tempo and dynamics</b>.</li> <li>• Recognise music by 3 of the great composers- Mozart, Vivaldi and Saint-Saens</li> <li>• Talk about the instruments playing the carnival of the animals: double bass plays the elephant, cello for the swan</li> <li>• Name the instruments in the string family</li> <li>• Follow music listening maps for the carnival of the animals</li> </ul>
	<b>Composition and improvisation</b>	<ul style="list-style-type: none"> <li>• Improvise musical ideas on classroom percussion with a teacher leading, contributing to whole class and group compositions.</li> </ul>
	<b>Technical skills</b>	<ul style="list-style-type: none"> <li>• Develop technical skills in singing- particularly intervals 3rds and 4th accurately.</li> <li>• Technical skills with a larger range of classroom percussion instruments</li> </ul>
	<b>Reading notation</b>	<ul style="list-style-type: none"> <li>• Read and follow symbols in time with other. E.g. body percussion symbols.</li> <li>• Follow symbol cards for dynamics (p), (f), (mf).</li> <li>• Follow music maps in whole class composition sessions.</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Djembe: Simple words for volume (dynamics): Piano &amp; Forte,</li> <li>• Composers: Mozart, Vivaldi and Saint-Saens</li> <li>• Naming classroom percussion e.g.tambourine, triangle</li> <li>• Instruments in the string family: Double Bass, Cello, Violin, Viola</li> </ul>
<b>Year 2</b>	<b>Singing</b>	<ul style="list-style-type: none"> <li>• Rehearse and perform traditional songs from memory with confidence, expression (p,f, mf) and accuracy for a purpose e.g. Christmas concert with a range of different tempos and styles.</li> <li>• Begin to sing simple songs in 2 parts e.g.round</li> <li>• Sing a song with hand gestures for Do-Re-Mi (Kodaly) to show where the melody goes up and down in pitch</li> </ul>
	<b>Rhythm and ensemble work</b>	<ul style="list-style-type: none"> <li>• Perform body percussion patterns in time to famous music by great artists and composers such as ‘Sir Duke’ by Stevie Wonder and world music from different cultures</li> <li>• Play 1 bar rhythms on classroom percussion instruments in 2 parts.</li> <li>• Play a 4 note accompaniment on a tuned percussion instrument to go with a song.</li> <li>• Play simple melodies on tuned percussion with up to 5 notes</li> </ul>
	<b>Listening</b>	<ul style="list-style-type: none"> <li>• Name the orchestral instruments used in Peter in the Wolf by Prokofiev. Violin, viola, cello, double bass, clarinet, flute, oboe, bassoon, French horn, timpani (kettle drum).</li> <li>• Listen to live and recorded music by Mozart and Prokofiev and express an opinion and responding to the music through different mediums, e.g. dance, drawing</li> <li>• Listen to Samba &amp; African drumming performances and comment on the instruments used.</li> <li>• Build an awareness of the social context of music they listen to- who performs it and where?</li> <li>• Identify if the melody they are playing goes up, down or leaps in pitch</li> </ul>
	<b>Composition and improvisation</b>	<ul style="list-style-type: none"> <li>• Perform a whole class composition- by following a composition map to show sequence of musical ideas.</li> <li>• Use pictures and stories as a stimulus to generate their own musical ideas. Begin to independently select instruments for a clear purpose in group composition work.</li> <li>• Experiment with technology to create a musical pattern (Chrome music lab)</li> <li>• Improvise a melodic phrase using 3 notes on tuned percussion</li> </ul>
	<b>Technical skills</b>	<ul style="list-style-type: none"> <li>• Understand the difference between tuned and untuned percussion</li> <li>• Learn to play a simple melodic pattern on chime bars/xylophones/ glockenspiels correctly using up to 5 notes using 2 beaters</li> <li>• Rehearse a song using hand gestures for Do-Re-Mi (Kodaly)</li> </ul>

	<b>Reading notation</b>	<ul style="list-style-type: none"> <li>Follow body percussion symbols in time to famous music by great artists and composers such as 'Sir Duke' by Stevie Wonder</li> <li>Play notated rhythms using crotchets and crotchet rests accurately on instruments in time with others and in time with backing tracks to famous music from our curriculum e.g. Vivaldi</li> <li>Following annotated stave notation for up to 3 notes on a tuned percussion instrument</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Tempo, Dynamics, piano, forte, metzo forte</li> <li>Prokofiev. Violin, viola, cello, double bass, clarinet, flute, oboe, bassoon, French horn, timpani (kettle drum).</li> <li>Crotchets and crotchet rests</li> <li>Tuned percussion: Glockenspiel, chime bars, Xylophone,</li> <li>Samba drumming, African drumming -djembe</li> </ul>
<b>Year 3</b>	<b>Singing</b>	<ul style="list-style-type: none"> <li>Rehearse and perform songs for the school events e.g. carol service focusing on pitch accuracy. Singing songs with melodies that leap to practice singing greater intervals (than those learnt in KS1) with increasing fluency.</li> </ul>
	<b>Rhythm and ensemble work</b>	<ul style="list-style-type: none"> <li>Perform in a class samba band playing rhythms in up to 3 parts</li> <li>Perform 1 bar ostinatos accurately</li> <li>Play a syncopated rhythm accurately in time with others</li> <li>Play notated rhythms accurately in rhythm grids ( using crotchets, quavers, minims and crotchet rests on instruments in time with others and in time with backing tracks to famous music from our curriculum e.g. Queen.</li> <li>Rehearse pieces on the recorder using the notes BAG and play in time with others as a recorder ensemble</li> </ul>
	<b>Listening</b>	<ul style="list-style-type: none"> <li>Listen to Samba drumming performances and comment on musical elements such as rhythm (duration),and tempo.</li> <li>Understand cultural context of the music e.g. samba drumming is performed as part of a carnival</li> </ul>
	<b>Composition and improvisation</b>	<ul style="list-style-type: none"> <li>Improvise a 5 note melodic idea on tuned percussion</li> <li>Improvise and compose their own 1 bar samba rhythms on percussion instruments</li> <li>Use notes learnt on the recorder to compose a short melodic idea</li> </ul>
	<b>Technical skills</b>	<ul style="list-style-type: none"> <li>How to play a range of percussion instruments effectively in the class samba band. E.g. how to play the agogo</li> <li>How to make a sound on the recorder and how to hold it.</li> <li>How to play the notes B, A, G on the recorder</li> </ul>
	<b>Reading notation</b>	<ul style="list-style-type: none"> <li>Recognise that a time signature 4/4 means there are 4 beats in a bar.</li> <li>Read and write rhythms with crotchets, quavers, minims and crotchet rests in rhythm grids and apply this when reading recorder music</li> <li>Understand what a treble clef and stave is.</li> <li>Follow notation for the notes B, A and G on the stave in treble clef when learning the recorder.</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Ostinato, Crotchets, quavers, minims and crotchet rests, syncopated rhythms</li> <li>Samba instruments: Surdo, Agogo, Ganzá, Clave, Caixa,</li> <li>Recorder, stave, treble clef</li> </ul>
	<b>Year 4</b>	<b>Singing</b>

		<ul style="list-style-type: none"> <li>• Singing expressively by focusing on performing with more gradual changes in dynamics- crescendo and diminuendo.</li> </ul>
	<b>Rhythm and ensemble work</b>	<ul style="list-style-type: none"> <li>• Perform songs with choreography in time to the music - understand how choreography is used to enhance the performance of a song</li> <li>• Rehearse and perform more complex body percussion patterns as a class ensemble and vary the tempo in relation to the music they hear.</li> <li>• Rehearsing and performing pieces of music in time on the glockenspiel and recorder in time with others- using the notes B, A, G</li> </ul>
	<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen to live and recorded music and talk about the rhythm (duration). E.g. identify ostinatos and the metre e.g. <math>\frac{3}{4}</math> or <math>\frac{4}{4}</math>.</li> <li>• Listen to songs in different styles and comment on the structure e.g. verse, chorus. Can they identify the chorus or the instrumental?</li> <li>• Compare 2 pieces of music in different styles and from different genres commenting on the timbre. Also commenting on use of music technology.</li> <li>• Listen to music and begin to identify the key features of the texture e.g. identifying the hiphop track has drum loops.</li> </ul>
	<b>Composition and improvisation</b>	<ul style="list-style-type: none"> <li>• Compose music in a group or pair with up to 3 sections.</li> <li>• Use music technology to select and combine sounds to create an arrangement using pre-made loops.</li> <li>• Use music technology to compose their own drum loop</li> </ul>
	<b>Technical skills</b>	<ul style="list-style-type: none"> <li>• Develop technical skills on the recorder- knowing how to play notes B, A, G and perform pieces using these notes</li> <li>• How to use music technology to create a drum loop for a hiphop track.</li> </ul>
	<b>Reading notation</b>	<ul style="list-style-type: none"> <li>• Knowing the difference between the time signatures <math>\frac{3}{4}</math> and <math>\frac{4}{4}</math></li> <li>• Apply previous knowledge to read rhythms with crotchets, quavers, minims and crotchet rests in time to hiphop music</li> <li>• Follow basic stave notation reading notes B,A,G, C and D in treble clef when playing the recorder</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Dynamics: KS1 vocab + Crescendo, diminuendo, metzo forte</li> <li>• Composers/ Musicians: Strauss, Grieg, DJ Kool Herc, Queen</li> <li>• Rhythm notation vocab : time signature, crotchet, quavers, Ostinato,</li> <li>• Naming instruments of the orchestra.</li> <li>• Music Tech vocab: drum loops, synthesised sounds, samples, rap,</li> <li>• Recorder vocab</li> </ul>
<b>Year 5</b>	<b>Singing</b>	<ul style="list-style-type: none"> <li>• Confidently sing a range of songs with increasing pitch range. Including singing rounds and songs in up to 3 parts.</li> <li>• Rehearse and perform songs for the school events e.g. carol service with syncopated rhythms</li> <li>• Perform songs accurately with other schools at a public performance (2024-Royal Albert Hall concert or 2025-Singfest). Following a conductor and singing in parts with others outside the school community.</li> </ul>
	<b>Rhythm and ensemble work</b>	<ul style="list-style-type: none"> <li>• Play complex syncopated rhythms accurately.</li> <li>• Play rhythms in an ensemble e.g. up to 5 parts in time with others.</li> <li>• Play rhythms in time signature <math>\frac{5}{4}</math></li> </ul>
	<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen to live and recorded music commenting confidently on all the musical elements from a range of cultures and great composers including Holst, John Williams and Zimmer.</li> <li>• Name 4 families of the orchestra and name and identify the instruments of the orchestra.</li> </ul>
	<b>Composition and improvisation</b>	<ul style="list-style-type: none"> <li>• Be able to use skills developed in ks1 &amp; 2 to improvise and compose music in a group with multiple sections in Rondo form.</li> <li>• Compose themed music (the planets) in groups by layering ostinatos using classroom percussion, recorders or apply it on an instrument they have instrumental lessons on.</li> <li>• Create music to go with a video clip using music technology</li> </ul>
	<b>Technical skills</b>	<ul style="list-style-type: none"> <li>• Develop technical skills on percussion, keyboard, music technology</li> <li>• Understand what a chord is.</li> </ul>
	<b>Reading notation</b>	<ul style="list-style-type: none"> <li>• Read and write rhythms using notation taught</li> <li>• Perform notated rhythms on percussion instruments accurately using all notation taught.</li> <li>• Read stave notation in treble clef on a tuned instrument. E.g. on xylophone, keyboard, recorder, ukulele etc.</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Musical elements: Dynamics, Pitch, Structure, Texture, Timbre, Duration (rhythm), Tempo</li> <li>• Composers/ Musicians: Holst, John Williams, Zimmer, Beethoven,</li> </ul>

		<ul style="list-style-type: none"> <li>• Notation: 3 &amp; 4 vocab + stave notation, treble clef, bass clef, stave</li> <li>• Naming instruments from other cultures: Samba percussion</li> <li>• Pentatonic, melody &amp; accompaniment + music tech vocab</li> </ul>
<b>Year 6</b>	<b>Singing</b>	<ul style="list-style-type: none"> <li>• Confidently sing a range of songs with increasing pitch range in solo and ensemble contexts- including singing rounds and songs in up to 4 parts.</li> <li>• Perform as a chorus and rehearse solos as part of a drama production- developing performance skills such as voice projection, diction, combining choreography routines whilst maintaining high quality vocal tone</li> </ul>
	<b>Rhythm and ensemble work</b>	<ul style="list-style-type: none"> <li>• Perform complex body percussion patterns using syncopated rhythms with a partner or small group</li> <li>• Perform an arrangement of a song as a class ensemble playing a chord sequence</li> </ul>
	<b>Listening</b>	<ul style="list-style-type: none"> <li>• Confidently identify key features of pop songs and refer to all the musical elements such as song structure, timbre (instrumentation) and texture (layers they can hear in the music).</li> <li>• Develop and understanding of the history of music by referring to some of the composers and artists covered in the curriculum and how they fit in to a musical timeline.</li> </ul>
	<b>Composition and improvisation</b>	<ul style="list-style-type: none"> <li>• Arrange and compose complex body percussion patterns using syncopated rhythms with a partner or small group</li> <li>• Improvise using the notes of the pentatonic scale on tuned instruments.</li> <li>• Demonstrate an understanding of melody and harmony (chords) use these knowledge and skills to perform and compose a song with a melody and a suitable accompaniment e.g. chords or a drone.</li> <li>• Compose music in verse-chorus form.</li> <li>• Combine own musical ideas with samples effectively to create a cohesive track.</li> </ul>
	<b>Technical skills</b>	<ul style="list-style-type: none"> <li>• Understand what a chord is and play a chord sequence with others on a tuned instrument e.g. glockenspiel, keyboard</li> <li>• Use music technology to generate loops for a pop song using a chosen key.</li> <li>• Use music technology to compose their own loop and layer these to create a track with at least 3 layers in the texture.</li> <li>• Select, combine and edit samples from the sound bank to their track.</li> <li>• Edit track using effects such as delay and reverb</li> </ul>
	<b>Reading notation</b>	<ul style="list-style-type: none"> <li>• Follow stave notation to perform a pentatonic scale</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Musical elements: Dynamics, Pitch, Structure, Texture, Timbre, Duration (rhythm), Tempo</li> <li>• Chord sequence, harmony, Pentatonic scale</li> <li>• Music Tech vocab recap: drum loops, synthesised sounds, samples, rap with additional effects vocab- bpm, mix, reverb, delay, export</li> <li>• Artists: Abba, Beatles, Ed Sheeran, Queen</li> </ul>