

The Whinless Down Academy Trust - Music Progression of Skills Document

Level Expected at the End of EYFS - We have selected the Early Learning Goals that link most closely to the Music National Curriculum.

Expressive Arts and Design (Being Imaginative and Expressive)

Children will: Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Vocabulary
Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Sing songs: - with a very small range, (mi-so) - sing songs with a slightly wider range - sing songs that include pentatonic scale. Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.	Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to: - the leader's directions - visual symbols	Sing a widening range of unison songs of varying styles and structures with a pitch range of do—so tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform as a choir in school assemblies	Continue to sing a broad range of unison songs with the range of an octave (do—do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies.	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three-and four-part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	Louder, quieter, softer, stop, start, chant, counting, notes, pattern, rhythm, counting, notes, call, response, pitch, beat. Pitch, range, vocal range, do – so (C up to G), so – mi (G down to E), piano, forte, allegro, adagio, crescendo, decrescendo, pause, tempo, dynamics, rhythm, chanting, pitch, high, low, beat, pace, faster, slower. Pitch, high, low, allegro, adagio, fast, slow, improvise, echo, question and answer, stimuli. Time signature, unison, octave, pitch, crescendo, decrescendo, round, harmony, melody, tune, dynamics, rhythm, ensemble. Melody, dynamics, rhythm, ensemble. Melody, dynamics, rhythm. Octave, melody, accompaniment, mezzo piano, pianissimo, mezzo forte, fortissimo

Ustering Songs that children will listen and respond to: Western Classical Tradition and Film: Mozart - Incode all Turcal Mozart		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Vocabulary
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accompaniment, mezzo piano, pianissimo, mezzo								Treble clef, note
piano, pianissimo, mezzo								duration, melody,
forte, fortissimo								
								forte, fortissimo

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Vocabulary
Composing	Improvise simple vocal	Create music in	<u>Improvise</u>	<u>Improvise</u>	<u>Improvise</u>	<u>Improvise</u>	counting, notes, pattern,
	chants, using question	response to a non-	Become more skilled in	Improvise on a limited	Improvise freely over a	Extend improvisation	rhythm, counting, notes,
	and answer phrases.	musical stimulus (e.g. a	improvising, inventing	range of pitches on the	drone, developing sense	skills through working in	call, response, pitch,
		storm, a car race, or a	short 'on-the-spot'	instrument they are now	of shape and character,	small groups to:	beat, Louder, quieter,
	Create musical sound	rocket launch).	responses using a limited	learning, making use of	using tuned percussion		softer, stop, start, chant,
	effects and short		note-range.	musical features	and melodic instruments.	- Create music with	piano (quiet), forte
	sequences of sounds in	Work with a partner to		including smooth (legato)		multiple sections that	(loud),
	response to stimuli, e.g. a	improvise simple	Structure musical ideas	and detached (staccato).	Improvise over a simple	include repetition and	
	rainstorm or a train	question and answer	to create music that has a		groove, responding to	contrast.	
	journey. Combine to	phrases, to be sung and	beginning, middle and	Begin to make	the beat, creating a		
	make a story, choosing	played on untuned	end. Pupils should	compositional decisions	satisfying melodic shape;	- Use chord changes as	
	and playing classroom	percussion, creating a	compose in response to	about the overall	experiment with using a	part of an improvised	notation, crotchet,
	instruments (e.g.	musical conversation.	different stimuli and	structure of	wider range of dynamics,	sequence.	quaver crotchet rest, dot
	rainmaker) or sound-		musical sources.	improvisations.	including very loud		notation, stick notation,
	makers (e.g. rustling	Use graphic symbols,			(fortissimo), very quiet	- Extend improvised	rhythm, pitch, high, low,
	leaves).	dot notation and stick	Compose	Compose	(pianissimo), moderately	melodies beyond 8 beats	beat, pace, faster,
		notation, as	Combine known rhythmic	Combine known rhythmic	loud (mezzo forte), and	over a fixed groove,	slower.
	Understand the	appropriate, to keep a	notation with letter	notation with letter	moderately quiet (mezzo	creating a satisfying	Slower.
	difference between	record of composed	names to create rising	names to create short	piano).	melodic shape.	
	creating a rhythm pattern	pieces.	and falling phrases using	pentatonic phrases using			
	and a pitch pattern.	,	just three notes (do, re	a limited range of 5		Compose	Compose, musical
	l	Use music technology	and mi).	pitches suitable for the	Compose	Plan and compose an 8-	sources, minim, crotchet,
	Invent, retain and recall	to capture, change and		instruments being learnt.	Compose melodies made	or 16-beat melodic	paired quaver, beat,
	rhythm and pitch	combine sounds.	Compose song	Sing and play these	from pairs of phrases in	phrase using the	rhythm.
	patterns and perform	combine sounds.	accompaniments on	phrases as self-standing	either C major or A minor	pentatonic scale (e.g. C,	,
	these for others, taking		untuned percussion using	compositions.	or a key suitable for the	D, E, G, A) and	
	turns.		known rhythms and note	Arranga individual	instrument chosen. These melodies can be	incorporate rhythmic variety and interest. Play	
	Lisa musis tashnalagu ta		values.	Arrange individual notation cards of known	enhanced with rhythmic	this melody on available	Time signature, octave,
	Use music technology to capture, change and			note values to create	or chordal	tuned percussion and/or	pitch, crescendo,
	combine sounds.			sequences of 2-, 3- or 4-	accompaniment.	orchestral instruments.	decrescendo, crotchet,
	combine sounds.			beat phrases, arranged	accompaniment.	Notate this melody.	quaver, minim, tune,
	Recognise how graphic			into bars.	Working in pairs,	Notate this includy.	melody, pentatonic,
	notation can represent			mico burs.	compose a short ternary	Compose melodies made	paired quaver, beat, bar,
	created sounds. Explore			Explore developing	piece.	from pairs of phrases in	stave notation,
	and invent own symbols.			knowledge of musical	F-200.	either G major or E minor	ensemble.
				components by	Use chords to compose	or a key suitable for the	
				composing music to	music to evoke a specific	instrument chosen.	Diatonic scale, triad (3
				create a specific mood	atmosphere, mood or		note chord), ternary form
					environment.	Either of these melodies	(A B A), melody,
				Introduce major and		can be enhanced with	dynamics, rhythm,
				minor chords.	Capture and record	rhythmic or chordal	minim, crotchet, quaver,
					creative ideas using any	accompaniment.	bar, stave, paired quaver,
				Include instruments	of: graphic symbols,	,	rhythm, mood, root note,
				played in whole-	rhythm notation and	Compose a ternary piece;	octave.
				class/group/individual	time signatures, staff	use available music	
				teaching to expand the	notation, or technology.	software/apps to create	

		scope and range of the sound palette available for composition work. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, or technology.	and record it, discussing how musical contrasts are achieved	Crotchet, quaver, beat, octave, semibreve, semiquaver, rests, pitch, stave, treble clef, note duration, mezzo piano, pianissimo, mezzo forte, fortissimo

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Vocabulary
Musicianship	<u>Pulse/Beat</u>	Develop facility in playing	Instrumental	Instrumental	Instrumental	<u>Instrumental</u>	counting, notes, pattern,
(KS1)	Walk, move or clap a	a melodic instrument	<u>Performance</u>	<u>Performance</u>	<u>Performance</u>	<u>Performance</u>	rhythm, counting, notes,
	steady beat with others,	(ocarina)	Develop facility in playing	Develop facility in the	Play melodies on tuned	Play a melody following	call, response, pitch,
	changing the speed of		tuned percussion	basic skills of a selected	percussion	staff notation written on	beat, Louder, quieter,
Performing	the beat as the tempo of	<u>Pulse/Beat</u>	(glockenspiel) and a	musical instrument	(glockenspiels), melodic	one stave and using	softer, stop, start, chant,
(KS2)	the music changes.	Understand that the	melodic instrument	(recorder) over a	instruments (trumpets,	notes within an octave	percussion, piano (quiet),
		speed of the beat can	(ukulele). Play and	sustained learning	trombones or clarinets)	range (do-do); make	forte (loud).
	Use body percussion and	change, creating a faster	perform melodies	period.	and keyboards, following	decisions about dynamic	
	classroom percussion,	or slower pace (tempo).	following staff notation		staff notation written on	range.	Pitch, range, vocal range,
	playing repeated rhythm		using a small range (e.g.	Play and perform	one stave and using		do – so (C up to G), so –
	patterns (ostinati) and	Mark the beat of a	Middle C–E/do–mi) as a	melodies following staff	notes within the Middle	Accompany this same	mi (G down to E), piano,
	short, pitched patterns	listening piece (e.g.	whole class or in small	notation using a small	C-C'/do-do range. This	melody, and others,	forte, allegro, adagio,
	on tuned instruments to	Bolero by Ravel) by	groups.	range (e.g. Middle C-	should initially be done	using block chords or a	crescendo, decrescendo,
	maintain a steady beat.	tapping or clapping and		G/do-so) as a whole-	as a whole class with	bass line.	pause, tempo, dynamics,
		recognising tempo as	Use listening skills to	class or in small groups.	greater independence		rhythm, chanting, pitch,
	Respond to the pulse in	well as changes in tempo.	correctly order phrases	_	gained each lesson	Engage with others	high, low, beat, pace,
	recorded/live music		using dot notation,	Perform in two or more	through smaller group	through ensemble with	faster, slower.
	through movement and	Walk in time to the beat	showing different	parts from simple	performance.	pupils taking on melody	
	dance	of a piece of music or	arrangements of notes C-	notation using		or accompaniment roles.	Allegro, adagio, piano,
		song. Know the	D-E/do-re-mi.	instruments played in	Understand how triads	The accompaniment, if	forte, quartet, pitch,
	Rhythm	difference between left		whole class teaching.	are formed, and play	instrumental, could be	high, low, allegro, adagio,
	Perform short copycat	and right to support	Individually copy	Identify static and	them on tuned	chords or a single-note	fast, slow, improvise,
	rhythm patterns	coordination and shared	stepwise melodic phrases	moving parts.	percussion, melodic	bass line.	echo, question and
	accurately, led by the	movement with others.	with accuracy at different		instruments or		answer.
	teacher.		speeds; allegro and	Copy short melodic	keyboards. Perform	Reading Notation	
		Begin to group beats in	adagio, fast and slow.	phrases including those	simple, chordal	Further understand the	Unison, crescendo,
	Perform short repeating	twos and threes by	Extend to question-and-	using the pentatonic	accompaniments to	differences between	decrescendo, round,
	rhythm patterns	tapping knees on the first	answer phrases.	scale (e.g. C, D, E, G, A).	familiar songs	semibreves, minims,	harmony, tune, melody,
	(ostinati) while keeping in	(strongest) beat and				crotchets, quavers and	legato, staccato, beat,
	time with a steady beat.	clapping the remaining	Reading Notation	Reading Notation	Perform a range of	semiquavers, and their	rhythm, bar, ensemble,
		beats.	Introduce the stave, lines	Introduce and	repertoire pieces and	equivalent rests.	stave notation.
	Perform word-pattern		and spaces, and clef. Use	understand the	arrangements combining		
	chants; create, retain and	Identify the beat	dot notation to show	differences between	acoustic instruments to	Further develop the skills	Melody, dynamics,
	perform their own	groupings in familiar	higher or lower pitch.	minims, crotchets, paired	form mixed ensembles,	to read and perform	rhythm, triad (3 note
	rhythm patterns.	music that they sing		quavers and rests.	including a school	pitch notation within an	chord), crotchet, quaver,
		regularly and listen to.	Introduce and		orchestra.	octave (e.g. C–C/ do–do).	beat, octave, minim,
	Pitch	Dl. ab	understand the	Read and perform pitch	Develop the 199 f	Decidendale	paired quaver, stave,
	Listen to sounds in the	Rhythm	differences between	notation within a defined	Develop the skill of	Read and play	mood, beat.
	local school environment,	Play copycat rhythms,	crotchets and paired	range (e.g. C–G/do–so).	playing by ear on tuned	confidently from rhythm	
	comparing high and low	copying a leader, and	quavers.	Fallery and a C	instruments, copying	notation cards and	
	sounds.	invent rhythms for others	.	Follow and perform	longer phrases and	rhythmic scores in up to	
	C. C. II.	to copy on untuned	Apply word chants to	simple rhythmic scores to	familiar melodies.	4 parts that contain	
	Sing familiar songs in	percussion.	rhythms, understanding	a steady beat: maintain		known rhythms and note	
	both low and high voices			individual parts		durations.	

 and tall, also talks	Cuanta ula tila una cuata a	harrian Balancele cultet t	a a company of the first transfer	T	<u> </u>	Ostava mala i
and talk about the difference in sound.	Create rhythms using word phrases as a	how to link each syllable to one musical note.	accurately within the rhythmic texture,	Reading Notation	Read and play from	Octave, melody, accompaniment, mezzo
difference in sound.		to one musical note.	achieving a sense of	Further understand the	notation a four-bar	•
Explore percussion	starting point.		ensemble.	differences between	phrase, confidently	piano, pianissimo, mezzo forte, fortissimo,
sounds to enhance	Read and respond to		ensemble.	semibreves, minims,	identifying note names	mezzo piano, pianissimo,
storytelling,	chanted rhythm patterns,			crotchets and crotchet	and durations	mezzo forte, fortissimo
storytelling,	and represent them with			rests, paired quavers and	and durations	mezzo forte, fortissimo
Follow pictures and	stick notation including			semiquavers.		
symbols to guide singing	crotchets, quavers and			semiquavers.		
and playing, e.g. 4 dots =	crotchets rests.			Understand the		
4 taps on the drum.	crotchets rests.			differences between 2/4,		
4 taps on the druin.	Create and perform their			3/4 and 4/4 time		
	own chanted rhythm			signatures.		
	patterns with the same			Signatures.		
	stick notation.			Read and perform pitch		
	3.3.3.110.00.10111			notation within an octave		
	Pitch			(e.g. C–C'/do–do).		
	Play a range of singing			(6.8. 5 5/45 45).		
	games based on the			Read and play short		
	cuckoo interval matching			rhythmic phrases at sight		
	voices accurately,			from prepared cards,		
	supported by a leader			using conventional		
	playing the melody. The			symbols for known		
	melody could be played			rhythms and note		
	on a piano, acoustic			durations.		
	instrument or backing					
	track.					
	Sing short phrases					
	independently within a					
	singing game or short					
	song.					
	Respond independently					
	to pitch changes heard in					
	short melodic phrases,					
	indicating with actions					
	(e.g. stand up/sit down,					
	hands high/hands low).					
	Recognise dot notation					
	and match it to 3-note					
	tunes played on tuned					
	percussion.					