

## Music Progression of Skills and Coverage

### Key Stage 1 National Curriculum Objectives

**Pupils should be taught:**

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

play tuned and untuned instruments musically

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

experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key Stage 2 National Curriculum Objectives

**Pupils should be taught:**

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

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

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

develop an understanding of the history of music.

Music Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing simple songs, chants and rhymes from memory</li> <li>• Sing collectively at the same pitch</li> <li>• Respond to visual directions</li> <li>• Sing call and response songs</li> <li>• Control vocal pitch and match pitch with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with increasing vocal control</li> <li>• Sing songs with a small pitch range and pitch accurately</li> <li>• Understand dynamics and tempo and demonstrate these by responding to a leader's directions and</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a widening range of unison songs with different styles and structures</li> <li>• Perform actions confidently and in time to action songs</li> <li>• Walk, move or clap to a steady beat and respond as the tempo changes</li> <li>• Perform as a choir in</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a widening range of unison songs with an increasing range</li> <li>• Follow directions to change the dynamics of a song</li> <li>• Sing rounds and partner songs in</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs from an extended repertoire</li> <li>• Begin to develop a sense of ensemble and performance</li> <li>• Observe phrasing, pitching and style</li> <li>• Sing three-part rounds, partner songs and songs</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs from an extended repertoire</li> <li>• Develop understanding of ensemble and performance</li> <li>• Sing songs with syncopated rhythms</li> <li>• Sing three- and four- part rounds</li> </ul>

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		visual symbols	class/year group performances and assemblies	different time signatures • Perform a range of songs in assemblies and year group performances	with a verse and chorus • Perform a range of songs in assemblies and year group performances	• Experiment with positioning to develop vocal independence and listening skills
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen and concentrate as music is played</li> <li>• Recognise the dynamics in a piece of music</li> <li>• Recognise different musical instruments/style</li> <li>• Discuss the cultural origins of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Find the pulse in a piece of music</li> <li>• Comment on a piece of music using appropriate vocabulary</li> <li>• Recognise musical styles</li> <li>• Discuss the cultural origins of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how dynamics contribute to music</li> <li>• Find the pulse in a piece of music</li> <li>• Recognise a wider variety of orchestral instruments in a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a piece of music using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>• Find the pulse in a piece of music</li> <li>• Link the pulse to the foundations of a piece of music</li> <li>• Listen to a range of musical styles</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise different musical styles</li> <li>• Discuss the dimensions used in a piece of music</li> <li>• Describe a piece of music using appropriate terminology</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Improvise vocal chants using question and answer phrases</li> <li>• Create sound effects and sequences of sounds in response to a stimulus</li> <li>• Understand the difference</li> </ul>	<ul style="list-style-type: none"> <li>• Create music in response to a non-musical stimulus</li> <li>• Work with a partner to improvise questions and answer phrases on</li> </ul>	<ul style="list-style-type: none"> <li>• Become more skilled in improvising and invent short 'on-the-spot' responses</li> <li>• Combine rhythmic notation with letter names to create rising and falling phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise using a limited range of pitches on an instrument previously learnt</li> <li>• Make use of musical features including legato and</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise freely over a drone developing a sense of shape and character</li> <li>• Improvise over a simple groove</li> <li>• Make use of a wider range of dynamics</li> <li>• Compose melodies from</li> </ul>	<ul style="list-style-type: none"> <li>• Create music with multiple sections</li> <li>• Use chord changes as part of an improvised sequence</li> <li>• Extend improvised melodies beyond 8 beats</li> </ul>

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	<p>between a rhythm pattern and a pitch pattern</p> <ul style="list-style-type: none"> <li>• Invent, retain and recall rhythm and pitch patterns</li> <li>• Perform improvisations for others</li> <li>• Recognise how graphic notation can be used to represent sounds</li> <li>• Explore and invent own symbols to represent improvisations</li> </ul>	<p>untuned percussion</p> <ul style="list-style-type: none"> <li>• Use graphic symbols, dot notation and stick notation to keep a record of composed pieces</li> <li>• Use music technology to capture, change and combine sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Compose short accompaniments on untuned percussion using known rhythms and note values</li> </ul>	<p>staccato phrases</p> <ul style="list-style-type: none"> <li>• Begin to make compositional decisions about the structure of an improvisation</li> <li>• Combine known rhythmic notation with letter names to make pentatonic phrases</li> <li>• Arrange notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases</li> <li>• Compose music to reflect a mood</li> <li>• Introduce major and minor chords</li> <li>• Capture and record</li> </ul>	<p>pairs of phrases in C major or A minor (or a key suitable for their instrument)</p> <ul style="list-style-type: none"> <li>• Working in pairs compose a ternary piece</li> <li>• Use chords to compose music to evoke an atmosphere</li> <li>• Capture and record creative ideas using graphic notation, staff notation and technology</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and compose 8- or 16- beat melodic phrases using the pentatonic scale</li> <li>• Compose melodies made from pairs of phrases in G major or E minor or a suitable key for their chosen instrument</li> <li>• Enhance melodies with rhythmic or chordal accompaniment</li> <li>• Compose a ternary piece</li> <li>• Use music software to record their compositions</li> </ul>

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					creative ideas using graphic notation, staff notation and technology		
Musicianship (KS1 Only)	Pulse/Beat	<ul style="list-style-type: none"> <li>• Walk/move or clap to a steady beat</li> <li>• Respond to a change of tempo</li> <li>• Use body percussion and classroom percussion to improvise rhythms</li> <li>• Play repeated rhythm patterns</li> <li>• Play short pitched patterns on tuned instruments</li> <li>• Respond to the pulse in live/recorded music</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the speed of the beat can change</li> <li>• Mark the beat of a listening piece</li> <li>• Walk in time to a piece of music</li> <li>• Begin to group beats in 2s and 3s</li> <li>• Identify beat groupings in familiar music</li> </ul>				
	Rhythm	<ul style="list-style-type: none"> <li>• Perform short copycat rhythms led by the teacher</li> <li>• Keep to a steady beat</li> </ul>	<ul style="list-style-type: none"> <li>• Play copycat rhythms and invent rhythms for others to copy</li> </ul>				

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		<ul style="list-style-type: none"> <li>• Perform word pattern chants</li> <li>• Create, retain and perform their own rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Create rhythms using word phrases as a starting point</li> <li>• Read and respond to chanted rhythm patterns</li> <li>• Create and perform their own chanted rhythm patterns</li> <li>• Represent their rhythms with stick notation</li> <li>• Understand the difference between crotchets, quavers and crotchet rests</li> </ul>				
	<b>Pitch</b>	<ul style="list-style-type: none"> <li>• Compare high and low sounds in the local environment</li> <li>• Sing familiar songs in high and low voices</li> <li>• Explore percussion sounds to</li> </ul>	<ul style="list-style-type: none"> <li>• Play a range of singing games matching voices accurately</li> <li>• Sing short phrases independently within a</li> </ul>				

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		enhance storytelling <ul style="list-style-type: none"> <li>• Follow pictures and symbols to guide singing and playing</li> </ul>	singing game or short song <ul style="list-style-type: none"> <li>• Respond independently to pitch changes heard in short phrases</li> <li>• Recognise dot notation and match it to 3-note tunes played on tuned percussion</li> </ul>				
<b>Performance (KS2 Only)</b>				<ul style="list-style-type: none"> <li>• Develop facility in playing a melodic instrument or tuned percussion</li> <li>• Play and perform melodies using staff notation as a class or in small groups</li> <li>• Use listening skills to order phrases using dot notation</li> <li>• Individually copy melodic phrases with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Develop facility in the basic skills of a selected musical instrument or voice</li> <li>• Play and perform melodies using staff notation with a small range of notes</li> <li>• Perform in 2 or more parts from simple notation</li> </ul>	<ul style="list-style-type: none"> <li>• Play melodies on tuned percussion, melodic instruments or keyboards following staff notation written on one stave</li> <li>• Understand how triads are formed and play them on tuned percussion</li> <li>• Perform simple chordal accompaniments to songs</li> <li>• Perform a range of pieces and</li> </ul>	<ul style="list-style-type: none"> <li>• Play a melody using staff notation written on one stave</li> <li>• Make decisions about dynamic range</li> <li>• Accompany melodies using block chords or a bass line</li> <li>• Engage with others in ensemble playing</li> </ul>

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				<ul style="list-style-type: none"> <li>Identify static or moving parts</li> <li>Copy short melodic phrases using the pentatonic scale (C, D, E, G, A)</li> </ul>	<ul style="list-style-type: none"> <li>arrangements to form a mixed ensemble</li> <li>Develop the skill of playing by ear on tuned instruments</li> </ul>	
<b>Reading Notation</b>	<ul style="list-style-type: none"> <li>Introduce graphic notation</li> </ul>	<ul style="list-style-type: none"> <li>Introduce stick and dot notation</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the stave, lines and spaces, and clef</li> <li>Use dot notation to show pitch</li> <li>Apply word chants to rhythms to link a syllable to a note</li> </ul>	<ul style="list-style-type: none"> <li>Read and perform pitch notation within a defined range</li> <li>Follow and perform simple rhythmic scores to a steady beat</li> <li>Maintain individual parts to add texture</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between 2/4, 3/4 and 4/4 time signatures</li> <li>Read and perform pitch notation within an octave</li> <li>Read and play short rhythmic phrases at sight</li> <li>Use conventional symbols for known rhythms and note durations</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills to read and perform pitch notation within an octave</li> <li>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts</li> <li>Read and play from notation a four-bar phrase identifying note names and durations</li> </ul>
<b>Note Lengths to be understood</b>		<ul style="list-style-type: none"> <li>Crotchet</li> <li>Quaver</li> <li>Crotchet rest</li> </ul>	<ul style="list-style-type: none"> <li>Crotchet</li> <li>Quaver</li> <li>Crotchet rest</li> <li>Paired quavers</li> </ul>	<ul style="list-style-type: none"> <li>Crotchet</li> <li>Quaver</li> <li>Crotchet rest</li> <li>Paired quavers</li> <li>Minims</li> </ul>	<ul style="list-style-type: none"> <li>Crotchet</li> <li>Quaver</li> <li>Crotchet rest</li> <li>Paired quavers</li> <li>Minims</li> <li>Semibreves</li> <li>semiquavers</li> </ul>	<ul style="list-style-type: none"> <li>Crotchet</li> <li>Quaver</li> <li>Crotchet rest</li> <li>Paired quavers</li> <li>Minims</li> <li>Semibreves</li> <li>Semiquavers</li> </ul>

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						<ul style="list-style-type: none"> <li>• Equivalent rests</li> </ul>

<u>Learning Themes containing Curriculum Music</u>	
<b>Year 1</b>	<p>Here We Are (Au1)</p> <p>Through the Deep Dark Wood (Au2)</p> <p>Get, Set, Grow (Su2)</p>
<b>Year 2</b>	<p>Blue Planet (Sp1)</p> <p>A Midsummer Night's Dream (Su2)</p>
<b>Year 3</b>	<p>Fossil Hunters (Au1)</p> <p>Viva España (Sp2)</p> <p>Upbeat (All Year)</p>
<b>Year 4</b>	<p>The Big Freeze (Sp1)</p> <p>Britannia (Sp2)</p> <p>A Singing Town Project (All Year)</p>
<b>Year 5</b>	<p>Magical Muggles (Au2)</p> <p>The Truth is Out There (Sp1)</p> <p>Upbeat (All Year)</p>
<b>Year 6</b>	<p>Toil and Trouble (Au2)</p> <p>Animated Authors (Summer 1&amp;2)</p>