



Music Progression of Skills

	Singing	Playing: Musicianship and Performing	Composing and Improvisation	Musical Appreciation	Repertoire Ideas
YR	<ul style="list-style-type: none"> Sing and perform action songs. Sing by heart familiar songs to themselves or others. Sing loud and quiet (forte/piano). Use their voices to make or imitate sounds in pitch. Sing songs of differing pitches. Hum a familiar or made-up melody. Learn about different topics through song. 	<ul style="list-style-type: none"> Listen to music and instruments from other countries and cultures. Identify beat and move, walk or clap the beat. Use body percussion to recognise rhythm and beat. Listen attentively for a sustained period of time. Develop ensemble and performance through body percussion, singing songs and playing musical instruments. 	<ul style="list-style-type: none"> Experiment with the sounds instruments make and use some musical language, such as louder or quieter (dynamics), to describe them. Use their voices to make or imitate sounds. Create sounds and develop awareness of the sounds of different musical instruments (timbre). Experiment with the sounds instruments make. Compose using body percussion. 	<ul style="list-style-type: none"> Tap or clap out beats or rhythms. Use their bodies to make sounds (stamping, clapping, clicking fingers etc.) Perform songs for an audience Respond to music through movement or dance. 	Genres: Renaissance Baroque Classical Romantic Contemporary Classical Film Jazz Blues Rock Pop Hip Hop Metal Country Reggae Soul R&B Gospel Folk Punk Disco world
Y1	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch , responding to simple visual directions and counting in. Begin with simple songs with a very small range ,	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion , (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks,	Improvise simple vocal chants, using question and answer phrases . Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments, sound-makers, or body percussion.	Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing .	Baroque Music for the Royal Fireworks (Handel) Classical Overture from William Tell (Rossini) Romantic



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<p>gradually widening the range.</p> <p>Sing a wide range of call and response songs, controlling vocal pitch with increasing accuracy.</p> <p>(Link to topic)</p> <p>Song ideas:</p> <p>In the Dark House(Funny bones)</p> <p>Kookaburra</p> <p>Waltzing Matilda</p> <p>Food Glorious Food</p> <p>Daisy,Daisy</p> <p>Sing a Song of Sixpence</p> <p>The Grand Old Duke of York</p> <p>Oranges and Lemons</p> <p>I Am the Music Man</p> <p>Songs for the classroom(lyrics,song tracks and lesson plans):</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/ks1-songs-for-classroom/z4f3y9q</p> <p>https://www.bbc.co.uk/teach/school-radio/music-songs-ks1-ks2-page/znrj8xs</p>	<p>etc.), playing repeated rhythmic patterns and short, pitched patterns on tuned instruments (e.g. xylophones or chime bars) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance. Listen to sounds in the local school environment, comparing high and low volume/pitch.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound(pitch/volume).</p> <p>Explore percussion sounds to enhance storytelling.</p> <p>Follow pictures and symbols to guide singing and playing.</p>	<p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology, (purplemash), to capture, change and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols</p>	<p>Listening to recorded performances should be complemented by opportunities to experience live music made in and out of school.</p>	<p>En Bateau from Petite Suite (Debussy)</p> <p>Rock n Roll</p> <p>Hound Dog,Elvis</p> <p>Blues</p> <p>Runaway Blues, Ma Rainey</p> <p>Pop</p> <p>With A Little Help from My Friends,Beatles</p> <p>Musical Traditions</p> <p>Fanfarra (Cabua-Le-Le)</p> <p>Sérgio Mendes/Carlinhos Brown</p> <p>Film Scores:</p> <p>Oliver!</p> <p>The Jungle Book</p> <p>Link to topic.</p>
<p>Y1 Repertoire playlist: https://www.youtube.com/playlist?list=PLitQ2pP9mJehgHl2SKh41YSeUrFHmRo-V</p>				



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Y2	<p>Sing songs regularly with increasing vocal control and accuracy.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p> <p>Song ideas: Seven Continents Song Five Oceans Song Songs for the classroom(lyrics,song tracks and lesson plans): https://www.bbc.co.uk/teach/bring-the-noise/ks1-songs-for-classroom/z4f3y9q https://www.bbc.co.uk/teach/school-radio/music-songs-ks1--ks2-page/znrj8xs (Links to topic)</p>	<p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on xylophones.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation. Play a range of singing games based on echoes, matching voices accurately, supported by a leader playing the melody.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p>	<p>Create music in response to a non-musical stimulus.</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung, or played on xylophones, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music made in and out of school.</p>	<p>Baroque Four Seasons.Vivaldi</p> <p>Classical 4th movement from Symphony No. 6 'Pastorale' (Beethoven)</p> <p>Romantic Flight of the Bumblebee (Rimsky-Korsakov)</p> <p>Rock n Roll Rock Around The Clock (Bill Haley & His Comets)</p> <p>Blues: Feeling Good (Nina Simone)</p> <p>Pop: Wuthering Heights (Kate Bush)</p> <p>Film Scores: Chitty Chitty Bang Bang The King and I Link to topic.</p>
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		Recognise dot notation and match it to 3-note tunes played on tuned percussion			
Y2 Repertoire playlist: https://www.youtube.com/playlist?list=PLitQ2pP9mJeiRG0vXhw6WY_02DmCU9g_W					
Y3	<p>Sing a widening range of unison songs of varying styles and structures with a widening pitch range, tunefully and with expression. Perform forte(loud) and piano(soft). Perform actions confidently and in time to a range of action songs.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform as a choir in school to others.</p>	<p>Develop playing tuned percussion or a melodic instrument, such recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E) as a whole class or in small groups (e.g. trios and quartets).</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes solo (Individually), copying stepwise melodic phrases with accuracy at different speeds; allegro (fast) and adagio (slow). Extend to question-and-answer phrases. Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p>	<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes. Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music made in and out of school.</p>	<p>Baroque Toccata and Fugue (Bach)</p> <p>Classical Moonlight Sonata (Beethoven)</p> <p>Romantic Danse Macabre (Saint-Saëns)</p> <p>20th Century Dance of the Knights from Romeo and Juliet (Prokofiev)</p> <p>Soul(R&B/Funk) I Feel Good(James Brown)</p> <p>Rock We will Rock You(Queen)</p> <p>Music Traditions Si, Si, Si (Congo)</p> <p>Film Scores: Sound of Music</p> <p>Link to topic.</p>



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		<p>Understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>			
Y3 Repertoire playlist: https://www.youtube.com/playlist?list=PLitQ2pP9mJehJa2_AYSJQOoxpvZy7kBrd					
Y4	<p>Continue to sing a broad range of unison songs with a widening range ,pitching the voice accurately and following directions for crescendo (getting louder) and decrescendo (getting quieter).</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>Perform a range of songs in school to audiences.</p>	<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range in groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Understand the differences between minims,</p>	<p>Improvise, within a limited range of pitches, on the recorder, using the musical features legato(smooth) and staccato(detached). Begin to make compositional decisions about the overall structure of improvisations. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a</p>	<p>Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music made in and out of school.</p>	<p>Renaissance If Ye Love Me (Tallis)</p> <p>Baroque Zadok the Priest (Handel)</p> <p>Classical 'The Trout' (Schubert)</p> <p>Romantic Prélude à l'après-midi d'un faune (Debussy)</p> <p>20th Century Pomp and Circumstance March No. 1 in D (Elgar)</p> <p>Jazz/Blues My Baby Just Cares For Me(Nina Simone)</p> <p>Pop Wonderwall (Oasis)</p> <p>Music traditions</p>



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		<p>crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G).</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p>		<p>She Moved Through the Fair(Ireland)</p> <p>Film Scores:</p> <p>The Lion King</p> <p>Link to topic.</p>
<p>Y4 Repertoire playlist: https://www.youtube.com/playlist?list=PLitQ2pP9mJeigXPO56mW2dTK4Kp2Wgbpx</p>					
Y5	<p>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.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Perform a range of songs in school performance opportunities.</p>	<p>Play melodies on tuned percussion (marimbas), or melodic instruments (recorders) following staff notation written on one stave and using notes within an octave range.</p> <p>Understand how triads are formed, and play them on tuned percussion. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple rhythm, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p>	<p>Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music made in and out of school.</p>	<p>Renaissance:</p> <p>Jubilate Deo (Gabrieli)</p> <p>Baroque:</p> <p>Beatus Vir (Monteverdi)</p> <p>Classical:</p> <p>The Magic Flute (Mozart)</p> <p>Romantic</p> <p>Dies Irae, Requiem (Verdi)</p> <p>20th Century</p> <p>Organ Concerto(Poulenc)</p> <p>Piano Concerto No. 2 in C minor (Rachmaninoff)</p> <p>Jazz/Blues:</p> <p>Cry Me a River (Ella Fitzgerald)</p> <p>Country:</p>



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		<p>arrangements to form mixed ensembles.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and clap short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations.</p>	<p>Compose melodies made from pairs of phrases in either a major key or a minor key, suitable for the chosen instrument. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p>		<p>Cotton Eye Joe (Rednex)</p> <p>Music Traditions: Hindu Gayatri Mantra</p> <p>21st Century: Human (Rag n Bone)</p> <p>Film Scores: Prince of Egypt Jesus Christ Superstar</p> <p>Link to topic.</p>
Y5 Repertoire playlist: https://www.youtube.com/playlist?list=PLitQ2pP9mJegL6G92ONQObAUOxyVkOoul					



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Y6	<ul style="list-style-type: none"> 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 – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school performance opportunities ,to a wider audience 	<ul style="list-style-type: none"> Play a melody following staff notation written on one stave and using notes within an octave range, making decisions about dynamic range. Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. 	<ul style="list-style-type: none"> Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed rhythm, creating a melodic shape. 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 other instruments. Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary piece; use available music 	<ul style="list-style-type: none"> Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music made in and out of school. 	<p>Renaissance: Gaudete (Anon)</p> <p>Baroque: Adagio (Albinoni)</p> <p>Classical: 3rd movement from Horn Concerto No. 4 (Mozart)</p> <p>Romantic: Barcarolle from The Tales of Hoffmann (Offenbach) Hungarian Dance No. 5 (Brahms)</p> <p>20thCentury: 2nd movement from Concierto de Aranjuez (Rodrigo) O Fortuna from Carmina Burana (Orff)</p> <p>Jazz/Blues: God Bless the Child(Billie Holiday)</p> <p>R&B: Back to Life (Soul II Soul)</p> <p>Country: Achy Breaky Heart(Billy-Ray Cyrus)</p> <p>Music Traditions: Scarborough Fair/Canticle (Simon & Garfunkel)</p> <p>Pop:</p>
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			<p>software/apps to create and record it, discussing how musical contrasts are achieved.</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave. • Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations. 		<p>Waterloo (ABBA)</p> <p>21st Century:</p> <p>Where is the Love?(Black Eyes Peas)</p> <p>Film Scores:</p> <p>Bend it Like Beckham</p> <p>Mama Mia</p> <p>Link to topic.</p>
<p>Y6 Repertoire playlist: https://www.youtube.com/playlist?list=PLitQ2pP9mJehEmHrFDbZbmSp5Ln13JkIP</p>					



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