|  |
| --- |
| **Music Long Term Progression of Knowledge and Skills**  |
| **Music** |  |  |  |
| EYFSEarly Learning Goals | **3+4 year olds:*** Remember and sing entire songs.
* Sing the pitch of a tone sung by another person (‘pitch match’).Sing the melodic shape (moving melody, such as up When teaching songs to children be aware of your own pitch (high/low).
* Create their own songs, or improvise a song around one they know
* Play instruments with increasing control to express their feelings and ideas.

**Reception:*** Listen attentively, move to and talk about music, expressing their feelings and responses.
* Sing in a group or on their own, increasingly matching the pitch and following the melody.
* Explore and engage in music making and dance, performing solo or in groups.
 | **3+4 year olds:*** Remember and sing entire songs.
* Sing the pitch of a tone sung by another person (‘pitch match’).Sing the melodic shape (moving melody, such as up When teaching songs to children be aware of your own pitch (high/low).
* Create their own songs, or improvise a song around one they know
* Play instruments with increasing control to express their feelings and ideas.

**Reception:*** Listen attentively, move to and talk about music, expressing their feelings and responses.
* Sing in a group or on their own, increasingly matching the pitch and following the melody.
* Explore and engage in music making and dance, performing solo or in groups.
 | **3+4 year olds:*** Remember and sing entire songs.
* Sing the pitch of a tone sung by another person (‘pitch match’).Sing the melodic shape (moving melody, such as up When teaching songs to children be aware of your own pitch (high/low).
* Create their own songs, or improvise a song around one they know
* Play instruments with increasing control to express their feelings and ideas.

**Reception:*** Listen attentively, move to and talk about music, expressing their feelings and responses.
* Sing in a group or on their own, increasingly matching the pitch and following the melody.
* Explore and engage in music making and dance, performing solo or in groups.
 |
| EYFSSkills Progression**KEY WORDS** | Rhythm and PulsePitch and SingingListening and AppraisingMusicianship and PerformanceExploringComposing | Rhythm and PulsePitch and SingingListening and AppraisingMusicianship and PerformanceExploringComposing | Rhythm and PulsePitch and SingingListening and AppraisingMusicianship and PerformanceExploringComposing |
| Year 1National Curriculum Objectives | use their voices expressively and creatively by singing songs and speaking chants and rhymesplay tuned and un-tuned instruments musicallyexperiment with, create, select and combine sounds using the inter-related dimensions of musiclisten with concentration and understanding to a range of high quality live and recorded music | use their voices expressively and creatively by singing songs and speaking chants and rhymesplay tuned and un-tuned instruments musicallyexperiment with, create, select and combine sounds using the inter-related dimensions of musiclisten with concentration and understanding to a range of high quality live and recorded music | use their voices expressively and creatively by singing songs and speaking chants and rhymesplay tuned and un-tuned instruments musicallyexperiment with, create, select and combine sounds using the inter-related dimensions of musiclisten with concentration and understanding to a range of high quality live and recorded music |
| Year 1Skills Progression**KEY WORDS**BEATRHYTHMOSTINATODYNAMICSTEMPOSHORT/LONG SOUNDS | Rhythm and Pulse* **[p] Move in time with a steady beat**
* **[p] Clap/play in time with a steady beat**
* **[r] Play with help the rhythmic pattern of a spoken sentence (e.g. as part of a storybook such as We’re Going On A Bear Hunt)**
* **[r]Recognise crotchet, quaver and crotchet rest notation**

Pitch and Singing* **Indicate a pitch physically**
* **Speak and chant together**
* **Sing songs showing increasing vocal control** (**singing in tune**,
* **Co-ordinate actions to go with a song**
* **Sing in time to a steady beat**

Listening and Appraising* **Express an opinion about a piece of music**
* **Begin to use musical terms** **faster/slower**

Musicianship and Performance**[Untuned Percussion]*** **Play classroom percussion instruments correctly and accurately (e.g. tapping/scraping/rattling)**
* **Follow simple hand signals indicating** **start/stop** **playing**

Exploring**Explore...****...different sounds made by the voice (timbre)****...high and low sounds (pitch)**Composing* **Add sound effects to a story**
* **Choose musical sound effects to follow a story line or match a picture**
 | Rhythm and Pulse* **[p] Move in time with a steady beat**
* **[p] Clap/play in time with a steady beat**
* **[r] Imitate a rhythm pattern on an instrument**
* **[r] Play a rhythmic ostinato to accompany a song**
* **[r]Recognise crotchet, quaver and crotchet rest notation**
* **[r] Clap back four beats of rhythm notation**

Pitch and Singing* **Sing songs showing increasing vocal control** (**singing in tune**, **singing words clearly**)
* **Sing songs to convey different moods**
* **Co-ordinate actions to go with a song**
* **Sing in time to a steady beat**
* **Perform an action or a sound (clapping/stamping etc.) on the steady beat whilst singing**

Listening and Appraising* **Express an opinion about a piece of music**
* **Begin to use musical terms, (faster/slower, higher/lower**)
* **Begin to articulate how changes in speed and pitch** **affect the mood**

Instrument Specific Skills**[Untuned Percussion]*** **Play classroom percussion instruments correctly and accurately (e.g. tapping/scraping/rattling)**
* **Follow simple hand signals indicating loud/quiet and start/stop tapping**

Exploring**Explore...****...different sounds made by the voice** **and hands (timbre)****...high and low sounds (pitch)****….loud and quiet sounds (dynamics)**Composing* **Choose musical sound effects to follow a story line or match a picture**
* **Use graphics/symbols to portray the sounds they have made**
 | Rhythm and Pulse* **[p] Move in time with a steady beat**
* **[p] Clap/play in time with a steady beat**
* **[p] Play the pulse for the rest of the class to move/play along with**
* **[r] Imitate a rhythm pattern on an instrument**
* **[r] Play a rhythmic ostinato to accompany a song**
* **[r]Recognise crotchet, quaver and crotchet rest notation**
* **[r] Clap back four beats of rhythm notation**
* **[r] Invent a rhythmic pattern for others to copy**

Pitch and Singing* **Indicate a pitch physically**
* **Speak and chant together**
* **Sing songs showing increasing vocal control (singing in tune, breathing deeply, singing words clearly)**
* **Sing songs to convey different moods**
* **Co-ordinate actions to go with a song**
* **Sing in time to a steady beat**
* **Perform an action or a sound (clapping/stamping etc.) on the steady beat whilst singing**

Listening and Appraising* **Express an opinion about a piece of music**
* **Begin to use musical terms (louder/quieter, faster/slower, higher/lower)**
* **Begin to articulate how changes in speed, pitch and dynamics affect the mood**

Instrument Specific Skills**[Untuned Percussion]*** **Play classroom percussion instruments correctly and accurately (e.g. tapping/scraping/rattling)**
* **Follow simple hand signals indicating loud/quiet and start/stop tapping**

Exploring**Explore...****...different sounds made by the voice** **and hands (timbre)****...high and low sounds (pitch)****...long and short sounds (duration)****….loud and quiet sounds (dynamics)****...pitch shapes and rhythmic patterns**Composing* **Choose musical sound effects to follow a story line or match a picture**
* **Use graphics/symbols to portray the sounds they have made**
* **Sequence these symbols to make a simple structure (score)**
* **Compose own sequence of sounds without help and perform.**
 |
| Year 2National Curriculum Objectives | use their voices expressively and creatively by singing songs and speaking chants and rhymesplay tuned and un-tuned instruments musicallyexperiment with, create, select and combine sounds using the inter-related dimensions of musiclisten with concentration and understanding to a range of high quality live and recorded music | use their voices expressively and creatively by singing songs and speaking chants and rhymesplay tuned and un-tuned instruments musicallyexperiment with, create, select and combine sounds using the inter-related dimensions of musiclisten with concentration and understanding to a range of high quality live and recorded music | use their voices expressively and creatively by singing songs and speaking chants and rhymesplay tuned and un-tuned instruments musicallyexperiment with, create, select and combine sounds using the inter-related dimensions of musiclisten with concentration and understanding to a range of high quality live and recorded music |
| Year 2Skills Progression**KEY WORDS**PHRASESEQUENCEOSTINATODRONEGRAPHIC SCORESTEADY BEATRHYTHM PATTERN | Rhythm and Pulse* **[p] Play with control:**
* **a) Maintain a steady beat**
* **[r] Perform a rhythm accompaniment to a song**

Pitch and Singing* **Sing a variety of songs with more accuracy of pitch**
* **Sing words clearly and breathing at the end of phrases**
* **Convey the mood or meaning of the song**
* **Echo sing short melodic phrases**
* **Follow a leader (teacher) starting and stopping together.**

Listening and Appraising* **Listen with increased concentration**
* **Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds**
* **Recognise how sounds are made – tapping, rattling, scraping, blowing etc.**
* **Identify different qualities of sound such as smooth scratchy, clicking, ringing [timbre]**
* **Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)**
* **Recognise and respond to the mood of a piece of music.**

Musicianship and Performance**[Glockenspiel]*** **Perform a repeated two note melodic ostinato to accompany a song (e.g. playing C and G on the glockenspiel with rhythmic accuracy)**
* **Demonstrate some confidence in performing as a group and as an individual**

Exploring**Explore...****...ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed****...the rhythm patterns of words and sentences****...changes in pitch (higher and lower)****...sounds in response to a stimululs (visual or aural)**Composing* **Short melodic phrases**
* **Short repeated rhythmic patterns (ostinati)**
* **Rhythm patterns from words**
 | Rhythm and Pulse* **[p] Play with control:**
* **a) Maintain a steady beat**
* **b) Getting faster or slower**
* **c) Getting louder or quieter**
* **[r] Perform a rhythm accompaniment to a song**

Pitch and Singing* **Sing a variety of songs with more accuracy of pitch**
* **Sing words clearly and breathing at the end of phrases**
* **Convey the mood or meaning of the song**
* **Sing with a sense of control of dynamics (volume) and tempo (speed)**
* **Echo sing short melodic phrases**
* **Identify if the pitch is getting higher or lower, or is staying the same**
* **Follow a leader (teacher) starting and stopping together.**

Listening and Appraising* **Listen with increased concentration**
* **Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds**
* **Recognise how sounds are made – tapping, rattling, scraping, blowing etc.**
* **Identify different qualities of sound such as smooth scratchy, clicking, ringing [timbre]**
* **Recognise and respond to different changes of speed (tempo/volume (dynamics) and pitch**
* **Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)**
* **Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (ie. The mood is sad because the music is played very slowly and quietly.)**

Musicianship and Performance**[Recorder]*** **Perform a repeated two note melodic ostinato to accompany a song**
* **Play a clear G, A and B on descant recorder**
* **Perform a short tune using the above notes**
* **Work and perform in smaller groups**
* **Follow a leader (teacher) starting and stopping together**
* **Demonstrate some confidence in performing as a group and as an individual**

Exploring**Explore...****...ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed****...long and short sounds (rhythm – duration)****...the rhythm patterns of words and sentences****...changes in pitch (higher and lower)****Sequences of sound (structure)**Composing* **Short melodic phrases**
* **Short repeated rhythmic patterns (ostinati)**
* **Rhythm patterns from words**
* **A piece of music that has a beginning, middle and end (structure)**
 | Rhythm and Pulse* **[p] Play with control:**
* **a) Maintain a steady beat**
* **b) Getting faster or slower**
* **c) Getting louder or quieter**
* **[r] Perform a rhythm accompaniment to a song**

Pitch and Singing* **Sing a variety of songs with more accuracy of pitch**
* **Sing words clearly and breathing at the end of phrases**
* **Convey the mood or meaning of the song**
* **Sing with a sense of control of dynamics (volume) and tempo (speed)**
* **Echo sing short melodic phrases**
* **Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices**
* **Follow a leader (teacher) starting and stopping together.**

Listening and Appraising* **Listen with increased concentration**
* **Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds**
* **Recognise how sounds are made – tapping, rattling, scraping, blowing etc.**
* **Identify different qualities of sound such as smooth scratchy, clicking, ringing [timbre]**
* **Recognise and respond to different changes of speed (tempo/volume (dynamics) and pitch**
* **Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)**
* **Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (ie. The mood is sad because the music is played very slowly and quietly.)**

Musicianship and Performance**[Recorder]*** **Perform a repeated two note melodic ostinato to accompany a song**
* **Play a clear G, A and B on descant recorder**
* **Read and perform a short tune using the above notes**
* **Perform a sequence of sounds using a graphic score [untuned percussion]**
* **Work and perform in smaller groups**
* **Follow a leader (teacher) starting and stopping together**
* **Demonstrate some confidence in performing as a group and as an individual**

Exploring**Explore...****...ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed****...long and short sounds (rhythm – duration)****...the rhythm patterns of words and sentences****...changes in pitch (higher and lower)****...sequences of sound (structure)****...sounds in response to a stimululs (visual or aural)****...how sounds can be manipulated to convey different effects and moods.**Composing* **Short melodic phrases**
* **Short repeated rhythmic patterns (ostinati)**
* **Rhythm patterns from words**
* **A piece of music that has a beginning, middle and end (structure)**
* **Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups**
* **Music that conveys different moods**
 |
| Year 3National Curriculum Objectives | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music |
| Year 3Skills Progression**KEY WORDS**STEADY BEATRHYTHMOSTINATOPITCHPHRASEREPETITIONMUSICAL SYMBOLS | Rhythm and Pulse* **[p] Keep a steady beat on an instrument in a group or individually**
* **[r] maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat**
* **[r] Read and play a wider variety of standard rhythm notation;**
* **[r] Compose a rhythm using simple standard notation**

Pitch and Singing* **Sing songs** **with confidence**,
* **Show increasing accuracy of pitch**
* **Understand that posture, breathing and diction are important**
* **Chant or sing a round in two parts**

Listening, Reflecting and Appraising* **Listen with concentration to longer pieces/extracts of music**
* **Listen to live/recorded extracts of different kinds of music and identify where appropriate**
* **-a steady beat/no steady beat**
* **-a specific rhythm pattern or event**
* **Identify common characteristics**
* **Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc)**

Performance**[Ukulele]*** **Maintain a melodic ostinato simultaneously with a different ostinato and/or steady beat**
* **Copy a short phrase by ear on a pitched instrument**
* **Play using symbols including graphic and/or simple traditional notation (TAB)**
* **Follow simple hand directions from a leader**
* **Combine musical sounds with narrative and movement**

Exploring* **Longer – shorter / faster – slower / higher – lower / louder – quieter sounds on tuned and untuned percussion and voices**
* **Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)**
* **Symbols to represent sound (graphic scores / traditional notation)**
* **The different sounds (timbres) that one instrument can make**

Composing* **Words and actions to go with songs**
* **A simple rhythmic accompaniment to go with a song, using ostinato patterns**
 | Rhythm and Pulse* **[p] Keep a steady beat on an instrument in a group or individually**
* **[r] maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat**
* **[r] Read and play a wider variety of standard rhythm notation;**
* **[r] Compose a rhythm using simple standard notation**
* **Maintain a rhythm alongside a contrasting rhythmic pattern.**

Pitch and Singing* **Sing songs in a variety of styles with confidence**, **singing** **some** **from memory**
* **Show increasing accuracy of pitch and awareness of the shape of a melody**
* **Imitate increasingly longer phrases with accuracy**
* **Understand that posture, breathing and diction are important**
* **Develop an awareness of character or style in performance**
* **Begin to sing partner songs**

Listening, Reflecting and Appraising* **Listen with concentration to longer pieces/extracts of music**
* **Listen to live/recorded extracts of different kinds of music and identify where appropriate**
* **-a steady beat/no steady beat**
* **-a specific rhythm pattern or event**
* **-the speed (TEMPO) of the music**
* **Identify common characteristics**
* **Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc)**
* **Identify repetition in music (I.e. a song with a chorus)**

Performance**[Glockenspiel]*** **Maintain a melodic ostinato simultaneously with a different ostinato and/or steady beat**
* **Copy a short phrase by ear on a pitched instrument**
* **Play using symbols including graphic and/or simple traditional notation (TAB)**
* **Follow simple hand directions from a leader**
* **Perform with an awareness of others**
* **Combine musical sounds with narrative and movement**
* **Perform a composed piece to a friendly audience**

Exploring* **Longer – shorter / faster – slower / higher – lower / louder – quieter sounds on tuned and untuned percussion and voices**
* **Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)**
* **Symbols to represent sound (graphic scores / traditional notation)**
* **The sounds of different instruments – TIMBRE and how they can represent pictures / stories / moods**
* **The different sounds (timbres) that one instrument can make**
* **How the musical elements can be combined to compose descriptive music**

Composing* **Words and actions to go with songs**
* **A simple rhythmic accompaniment to go with a song, using ostinato patterns**
* **Music that has a recognisable structure; beginning, middle and end or verse/chorus**
 | Rhythm and Pulse* **[p] Keep a steady beat on an instrument in a group or individually**
* **[r] maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat**
* **[r] Read and play a wider variety of standard rhythm notation;**
* **[r] Compose a rhythm using simple standard notation**
* **Maintain a rhythm alongside a contrasting rhythmic pattern.**

Pitch and Singing* **Sing songs in a variety of styles with confidence, singing an increasing number from memory**
* **Imitate increasingly longer phrases with accuracy with an awareness of the phrases in a song**
* **Understand that posture, breathing and diction are important**
* **Demonstrate an awareness of character or style in performance**
* **Sing partner songs and rounds with confidence**

Listening, Reflecting and Appraising* **Listen with concentration to longer pieces/extracts of music**
* **Listen to live/recorded extracts of different kinds of music and identify where appropriate**
* **-a steady beat/no steady beat**
* **-a specific rhythm pattern or event**
* **-the speed (TEMPO) of the music**
* **-the volume (DYNAMICS)**
* **The melody**
* **Using appropriate musical terms/language**
* **Identify common characteristics**
* **Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc)**
* **Identify repetition in music (I.e. a song with a chorus)**
* **Recognise aurally wooden metal, skin percussion instruments and begin to know their names**
* **Listen to their own compositions and use musical language to describe what happens in them**

Performance**[Samba Percussion]*** **Maintain a melodic ostinato simultaneously with a different ostinato and/or steady beat**
* **Copy a short phrase by ear on a pitched instrument**
* **Play using symbols including graphic and/or simple traditional notation (TAB)**
* **Follow simple hand directions from a leader**
* **Perform with an awareness of others**
* **Combine musical sounds with narrative and movement**
* **Perform a composed piece to a friendly audience**

Exploring* **Longer – shorter / faster – slower / higher – lower / louder – quieter sounds on tuned and untuned percussion and voices**
* **Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)**
* **Symbols to represent sound (graphic scores / traditional notation)**
* **The sounds of different instruments – TIMBRE and how they can represent pictures / stories / moods**
* **The different sounds (timbres) that one instrument can make**
* **How the musical elements can be combined to compose descriptive music**

Composing* **Words and actions to go with songs**
* **A simple rhythmic accompaniment to go with a song, using ostinato patterns**
* **Music that has a recognisable structure; beginning, middle and end or verse/chorus**
* **Music that tells a story, paints a picture or creates a mood**
* **Music that uses repetition / echo**
 |
| Year 4National Curriculum Objectives | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music |
| Year 4Skills Progression**KEY WORDS**PULSERHYTHMMETREOSTINATODRONEREPETITIONREST | Rhythm and Pulse* **[r] Maintain two or more different ostinato patterns in a small instrumental group against a steady beat**
* **Play music that includes RESTS**

Pitch and Singing* **Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody**
* **Sing songs showing musical expression reflecting the mood and character of the song and its context)**
* **Sing two/three-part rounds with more confidence and increasing pitch accuracy**
* **Sing confidently as part of a small group or solo being aware of posture and good diction**
* **Copy short phrases and be able to sing up and down in step independently.**

Listening, Reflecting and Appraising* **Recognise aurally the range of percussion (tuned and untuned) used in school**
* **Identify whether a song has a verse/chorus or call and response structure**

Musicianship and Performance**[Recorder/Ukulele]*** **Use percussion instruments with increasing confidence to improvise**
* **Read and play from some conventional music symbols**
* **Combine instrumental playing with movement**
* **Follow a leader, stopping / starting; playing faster / slower; playing louder / quieter.**
* **Perform to an audience of adults (e.g. in assembly)**

Exploring**Explore...****...sounds to create particular effects (timbre)****...rhythm patterns in music from different** **places** **...music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc****...combining and controlling sounds to achieve a desired effect****...music that incorporates effective silences (rests)****...different groupings of beats (metre of 2/3)**Composing* **A simple rhythmic accompaniment to a song using ostinato patterns and drones**
* **Music that has a recognisable structure**
* **A piece of music that has a clearly defined plan, making subtle adjustments to achieve the intended effect**
 | Rhythm and Pulse* **[r] Maintain two or more different ostinato patterns in a small instrumental group against a steady beat**
* **Play music that includes RESTS**

Pitch and Singing* **Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody**
* **Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)**
* **Sing two/three-part rounds with more confidence and increasing pitch accuracy**
* **Sing confidently as part of a small group or solo being aware of posture and good diction**
* **Copy short phrases and be able to sing up and down in step independently.**

Listening, Reflecting and Appraising* **Recognise aurally some individual orchestral instruments taught in school.**
* **Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre)**
* **Identify repeated rhythmic or melodic phrases in live or recorded music.**
* **Identify whether a song has a verse/chorus or call and response structure**
* **Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.**

Musicianship and Performance**[Clarinet]*** **Use tuned instruments with increasing confidence to accompany songs and improvise**
* **Play by ear – find known phrase or short melodies using tuned instruments**
* **Play music in a metre of two or three time**
* **Read and play from some conventional music symbols**
* **Follow a leader, stopping / starting; playing faster / slower; playing louder / quieter.**
* **Perform to an audience of adults (e.g. in assembly)**

Exploring**Explore...****...rhythm patterns in music from different times and places (duration)****...combining and controlling sounds to achieve a desired effect****...music that incorporates effective silences (rests)****...different groupings of beats (metre of 2/3)**Composing* **Music that has a recognisable structure**
* **A piece of music that has a clearly defined plan, making subtle adjustments to achieve the intended effect**
* **Arrange a song using tuned** **accompaniments developed from the song and perform to a friendly audience**
* **Use a range of ICT to sequence, compose, record and share work**
 | Rhythm and Pulse* **[r] Maintain two or more different ostinato patterns in a small instrumental group against a steady beat**
* **Play music that includes RESTS**

Pitch and Singing* **Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody**
* **Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)**
* **Sing two/three-part rounds with more confidence and increasing pitch accuracy**
* **Sing confidently as part of a small group or solo being aware of posture and good diction**
* **Copy short phrases and be able to sing up and down in step independently.**

Listening, Reflecting and Appraising* **Recognise aurally the range of percussion (tuned and untuned) used ins school and some individual orchestral instruments taught in school**
* **Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre)**
* **Recognise music from different times and countries identifying key elements that give it its unique sound.**
* **Identify repeated rhythmic or melodic phrases in live or recorded music.**
* **Identify the use of metre in 2 or 3 in a piece of recorded or live music.**
* **Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.**

Musicianship and Performance**[Glockenspiel]*** **Use tuned percussion instruments with increasing confidence to accompany songs and improvise**
* **Read and play from some conventional music symbols**
* **Combine instrumental playing with narrative and movement**
* **Follow a leader, stopping / starting; playing faster / slower; playing louder / quieter.**
* **Perform to an audience of adults (e.g. in assembly)**

Exploring**Explore...****...sounds to create particular effects (timbre)****...the pentatonic scale****...pitched notes that move by steps and/or leaps to make short phrases/melodies****...music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc****…combining and controlling sounds to achieve a desired effect****...music that incorporates effective silences (rests)****…different groupings of beats (metre of 2/3)**Composing* **A simple rhythmic accompaniment to a song using ostinato patterns and drones**
* **A simple melody from a selected group of notes (I.e. a pentatonic scale)**
* **Music that has a recognisable structure**
* **A piece of music that reflects images/and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect**
* **Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience**
* **Use a range of ICT to sequence, compose, record and share work**
 |
| Year 5National Curriculum Objectives | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music |
| Year 5Skills Progression**KEY WORDS**PULSERHYTHMMETREPHRASEMELODY SCALECHORDCLUSTERDRONEOSTINATOREPETITIONNOTATIONACCOMPANIMENTARRANGERECORD | Rhythm and Pulse* **Play with a sense of pulse in a variety of metres**
* **Sustain a rhythmic ostinato to accompany singing/other instruments**

Pitch and Singing* **Sing songs in a wide variety of styles, showing accuracy and expression**
* **Sing a song with an understanding of its history and purpose (I.e., a song about the environment, gospel song protest song, sea shanty)**
* **Perform a song showing an awareness of phrasing and the shape of melody**
* **Sing independently with increasing confidence and accuracy**

Listening, Reflecting and Appraising* **Recognise aurally the range of instruments (percussion and orchestral) taught in the school**
* **Recognise music from different times and countries identifying key elements that give it its unique sound**
* **Reflect upon...**

**-the differences in musical styles/genres and how and why these differences occur**Musicianship and Performance[Samba Percussion]* **Play a range of percussion and orchestral instruments with increasing confidence and ability**
* **Maintain own part in a small instrumental group**
* **Play with a sense of pulse in a variety of metres**
* **Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence**

ExploringExplore...**...layering rhythmic and melodic ostinatos****...improvising over a drone****Chords/note clusters****...graphic notation to record simple rhythmic/melodic compositions****...layering rhythmic and melodic ostinatos**Composing**Compose...****Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects****A group/class arrangement of a song using voices and instruments** | Rhythm and Pulse* **Play with a sense of pulse in a variety of metres**
* **Sustain a rhythmic ostinato to accompany singing/other instruments**

Pitch and Singing* **Sing songs in a wide variety of styles, showing accuracy and expression**
* **Sing as part of a three-part round**
* **Sing a second part of a two-part song with increasing confidence**
* **Sing a song with an understanding of its history and purpose (I.e., a song about the environment, gospel song protest song, sea shanty)**
* **Perform a song showing an awareness of phrasing and the shape of melody**
* **Sing independently with increasing confidence and accuracy**

Listening, Reflecting and Appraising* **Recognise and talk about specific styles/traditions of music with a growing awareness of musical differences and similarities**
* **Recognise music from different times and countries identifying key elements that give it its unique sound**
* **Recognise and identify features of expression (phrasing, dynamics, different tempi) in an extract of live or recorded music**
* **Reflect upon...**

**-the music they hear using musical terms**Musicianship and Performance[Ukulele]* **Play a range of percussion and orchestral instruments with increasing confidence and ability**
* **Maintain own part in a small instrumental group**
* **Play with a sense of pulse in a variety of metres**
* **Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence**

ExploringExplore...**...conventional** **notation to record simple rhythmic/melodic compositions****...short rhythmic and melodic ostinatos on tuned and untuned instruments through improvisation****...layering rhythmic and melodic ostinatos****...different metres, syncopation and how to swing the beat**Composing**Compose...****Music for a special occasion****A melody to match lyrics****Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects****A group/class arrangement of a song using voices and instruments****Refine and record compositions either graphically or using ICT** | Rhythm and Pulse* **Play with a sense of pulse in a variety of metres**
* **Sustain a rhythmic ostinato to accompany singing/other instruments**

Pitch and Singing* **Sing songs in a wide variety of styles, showing accuracy and expression**
* **Sing as part of a three-part round**
* **Sing a second part of a two-part song with increasing confidence**
* **Sing a song with an understanding of its history and purpose (I.e., a song about the environment, gospel song protest song, sea shanty)**
* **Perform a song showing an awareness of phrasing and the shape of melody**
* **Sing independently with increasing confidence and accuracy**

Listening, Reflecting and Appraising* **Recognise aurally the range of instruments (percussion and orchestral) taught in the school**
* **Recognise and talk about specific styles/traditions of music with a growing awareness of musical differences and similarities**
* **Recognise music from different times and countries identifying key elements that give it its unique sound**
* **Recognise and identify features of expression (phrasing, dynamics, different tempi) in an extract of live or recorded music**
* **Recognise relationships between lyrics and melody**
* **Recognise chords/clusters**
* **Reflect upon...**

**-the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effect**Musicianship and Performance[Ensemble]* **Play a range of percussion and orchestral instruments with increasing confidence and ability**
* **Play and improvise as part of a group and as a solo performer**
* **Maintain own part in a small instrumental group**
* **Sustain a melodic ostinato or drone to accompany singing/other instruments**
* **Perform expressively showing an understanding of the music and its context**
* **Perform in a variety of styles/genres**

ExploringExplore...**...conventional and graphic notation to record simple rhythmic/melodic compositions****...different computer programs for sampling, sequencing and composing music****...techniques for recording and sharing music**Composing**Compose...****Music for a special occasion****A melody to match lyrics****Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects****A group/class arrangement of a song using voices and instruments****Refine and record compositions either graphically or using ICT** |
| Year 6National Curriculum Objectives | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music |
| Year 6Skills ProgressionKEY WORDS:RHYTHMPHRASEMELODYHARMONYOSTINATOMETREREPETITIONSCALEACCOMPANIMENTSTYLEEXPRESSIONRECORDICT | Rhythm and Pulse* **Layer rhythmic ostinatos**
* **Read and play** **a range of conventional rhythm notation**

Pitch and Singing* **Sing confidently in a wide variety of styles with expression**
* **Sing a second part of a two part song with confidence**
* **Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion**

Listening, Reflecting and Appraising* **Distinguish differences in timbre** **and texture between a wide variety of instruments and instrumentation**
* **Identify and discuss ‘what happens when’ within simple musical structures**
* **Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music**

Musicianship and Performance* **Read and play with confidence from conventional or graphic notation**
* **Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.**
* **Perform with sensitivity to different dynamics/tempi**
* **Maintain a rhythmic or melodic accompaniment to a song**

ExploringExplore...* **Chords/harmony - concord and discord**
* **Scales, such as pentatonic, rag, blues**
* **Developing ideas, using musical devices such as repetition, question and answer, ostinato**

Composing**Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment****Refine own compositions after discussion****Use a range of symbols (conventional or graphic) to record compositions** | Rhythm and Pulse* **Layer rhythmic ostinatos**
* **Read and play a range of conventional rhythm notation**

Pitch and Singing* **Sing confidently in a wide variety of styles with expression**
* **Communicate the meaning and mood of the song**
* **Maintain own part in a round**
* **Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion**

Listening, Reflecting and Appraising* **Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences**
* **Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions**

Musicianship and Performance* **Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.**
* **Perform with sensitivity to different dynamics/tempi**
* **Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.**

ExploringExplore...* **Chords/harmony - concord and discord**
* **Characteristics of various styles, (e.g. blues, rap, gospel, folk, traditional African)**

Composing**Create own simple songs reflecting the meaning of the words****Refine own compositions after discussion****Use a range of symbols (conventional or graphic) to record compositions****Use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions** | Rhythm and Pulse* **Layer rhythmic ostinatos**
* **Read, play and write a range of conventional rhythm notation**
* **Develop rhythmic ideas, using musical devices such as repetition, question and answer, ostinato**

Pitch and Singing* **Sing confidently in a wide variety of styles with expression**
* **Communicate the meaning and mood of the song**
* **Sing a simple second part of a two part song with confidence**
* **Maintain own part in a round**
* **Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion**

Listening, Reflecting and Appraising* **Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.**

Musicianship and Performance* **Perform on a range of instruments in mixed groups to an audience with confidence**
* **Read and play with confidence from conventional or graphic notation**
* **Perform with sensitivity to different dynamics/tempi**
* **Lead/conduct a group of instrumental performers**
* **Maintain own part on a pitched instrument in a small ensemble**
* **Perform own compositions to an audience**
* **Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.**

ExploringExplore...* **Chords/harmony - concord and discord**
* **Scales, such as pentatonic, rag, blues**
* **Texture created by layering rhythmic and/or melodic ostinatos**
* **Developing ideas, using musical devices such as repetition, question and answer, ostinato**
* **Characteristics of various styles, (e.g. blues, rap, gospel, folk, traditional African)**
* **Improvising in a variety of styles**

Composing**Create own simple songs reflecting the meaning of the words****Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment****Refine own compositions after discussion****Use a range of symbols (conventional or graphic) to record compositions****Use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions** |