

Grafton Primary School

Curriculum Progression of Skills for Music

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	To reproduce with his or her voice the pitch of a note sung by another. To be able to sing the melody of familiar songs.	To match the pitch of a melody sung by another. To be able to sing the melody of familiar songs. To learn that a performance is sharing music with other people, called an audience.	To confidently sing five songs from memory and sing them in unison. To know that unison is everyone singing at the same time. Learn that they can make different types of sounds with their voices. Learn to find a comfortable singing position.	To learn that singing in a group can be called a choir. To learn that a leader or conductor is a person who the choir or group follow. To listen to others when singing as part of a group To understand why you must warm up your voice. To sing in unison and in simple two-parts. To have an awareness of being 'in tune'.	To understand that songs can make you feel different things e.g. happy, energetic or sad. To understand texture: how a solo singer makes a thinner texture than a large group. To demonstrate a good singing posture. To re-join a song if lost. To confidently listen to the group when singing.	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To understand what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice. To listen to the group when singing. To follow a leader when singing.	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.

Grafton Primary School

Curriculum Progression of Skills for Music

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	To describe changes in music e.g. this started fast then got slower. To compare pieces of music e.g. this music has lots of instruments but others have fewer. To express a simple opinion on music they have listened to (eg. this sounds like water) <i>See Model Music Curriculum for list of pieces.</i>	To know and recognise the sound and names of some of the instruments they use. To elaborate on opinions of music they have listened to (eg. this sounds like water because...) To know what songs are about. To learn how they can enjoy moving to music by dancing, marching or being animals. <i>See Model Music Curriculum for list of pieces.</i>	To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know songs can tell a story or describe an idea. To understand why they appreciate different types of music and sounds. <i>See Model Music Curriculum for list of pieces.</i>	To know the style of the three songs. To be able to describe what a song is about. To describe simple musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) To identify the chorus of a song. Name some of the instruments heard in a song. To discuss how a song makes them feel. <i>See Model Music Curriculum for list</i>	To discuss musical characteristics that give a song its style. To understand where musical dimensions appear in a song (texture, dynamics, tempo, rhythm and pitch) To Identify the main sections of the song (introduction, verse, chorus etc). Name the main instruments they heard in the song. Talk about the music and how it makes them feel. Listen carefully and respectfully	To discuss some of the style indicators of the songs (musical characteristics that give the songs their style) To discuss what the lyrics of a song are about. To identify musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch). To discuss the historical context of the songs. What else was going on at this time? To compare two songs, talking	To identify musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). To discuss the historical context of the songs. What else was going on at this time, musically and historically? To know and talk about that fact that we each have a musical identity. To compare two songs in the same style, talking about what stands out musically in

Grafton Primary School

Curriculum Progression of Skills for Music

				<i>of pieces.of songs</i>	to other people's thoughts about the music. <i>See Model Music Curriculum for list of pieces.</i>	about what stands out musically in each of them, their similarities and differences. <i>See Model Music Curriculum for list of pieces.</i>	each of them, their similarities and differences; and to explain their preference. Talk about the music and how it makes you feel, using musical language to describe the music. <i>See Model Music Curriculum for list of pieces.</i>
--	--	--	--	---------------------------	---	--	---

Grafton Primary School

Curriculum Progression of Skills for Music

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing	To practise improvising using voice and un-tuned instruments or body percussion through copy-back and answer games. To explore and experiment with un-tuned and body percussion. To experiment with making sounds using voice and percussion.	To improvise simple vocal chants, using question and answer phrases. To create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. To understand the difference between creating a rhythm pattern and a pitch pattern. To invent, retain and recall rhythm and pitch patterns and perform these for others. To recognise how notation can	To create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Work with a partner to improvise simple question and answer phrases, to be sung and played on un-tuned percussion, creating a musical conversation. To use simple symbols, dot notation and stick notation to keep a record of composed pieces.	Improvise: To become more skilled in improvising (using voices, tuned and un-tuned percussion). To structure musical ideas to create music that has a beginning, middle and end. Compose: To combine known rhythmic notation with letter names to create rising and falling phrases using three notes (do, re and mi). To compose song accompaniments on un-tuned	Improvise: To begin to make use of musical features including smooth (legato) and detached (staccato) when improvising. To begin to make compositional decisions about the overall structure of improvisations. Compose: To combine known rhythmic notation with letter names to create short pentatonic Phrases, using a limited range of 5 pitches suitable for the	Improvise: To improvise freely, developing sense of shape and character, using tuned percussion. To experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose: Working in pairs to compose a short ternary piece	Improvise: To create music that includes repetition. To experiment with chord changes as part of an improvised piece. To extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Compose: To plan and compose an 8-beat melodic phrase using the pentatonic scale. To compose melodies made from pairs of

Grafton Primary School
Curriculum Progression of Skills for Music

		represent created sounds (circles/squares).		percussion using known rhythms.	instruments being learnt. To arrange individual notation of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) To explore developing knowledge of musical components by composing music to create a specific mood To understand major and minor chords.	To experiment with chords to compose music to evoke a specific atmosphere, mood or environment. To capture and record creative ideas using any of: graphic symbols; rhythm notation and time signatures; staff notation; or technology.	phrases in either G major or E minor or a key suitable for the instrument chosen. Compose and record a ternary piece.
--	--	---	--	---------------------------------	---	---	---

Grafton Primary School

Curriculum Progression of Skills for Music

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musicianship	Represent ideas, thoughts and feelings through pictorial representations of music.	Pulse/ Beat: To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Pulse/Beat: To understand that the speed of the beat can change, creating a faster or slower pace (tempo). To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.	Performing: To play melodies following simple staff notation using a small range. To begin to use different speeds in performing: allegro and adagio, fast and slow. To use listening skills to correctly order phrases using simple dot notation.	Performing: To play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. To perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.	Performing: Play melodies on tuned percussion, following staff notation written on one stave and using notes within the Middle C–C' range. To understand how triads are formed, and begin to play them on tuned percussion. To develop the skill of playing by ear on tuned percussion.	Performing: To play a melody following staff notation written on one stave and using notes within an octave range To make decisions about dynamic range of performing music (eg. loud/quiet). To accompany a melody using tuned percussion.
	Sing songs with verse/chorus structure and recognise repetition. To move to rhythms e.g. skipping, marching To recognise that sounds are made in different ways. Move appropriately to music at different speeds (running, crawling).	To use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to	To walk in time to the beat of a piece of music or song To begin to group beats in twos and threes by tapping knees on the	Reading notation: To understand the stave, lines and spaces, and clef.	To copy short melodic phrases including those using the pentatonic scale	Reading notation: To further understand the differences	Reading notation: To further understand the differences between semibreves,

Grafton Primary School

Curriculum Progression of Skills for Music

		maintain a steady beat. To respond to the pulse in recorded/live music through movement and dance Rhythm: To perform short copycat rhythm patterns accurately, led by the teacher To perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. To perform word-pattern chants (e.g. caterpillar crawl, fish and chips); create, retain and perform their own rhythm patterns	first (strongest) beat and clapping the remaining beats. Rhythm: To create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). To read and respond to chanted rhythm patterns, and begin to represent them with stick notation including crotchets, quavers and crotchets rests. To create and perform own chanted rhythm patterns. Pitch:	To understand the differences between crotchets and paired quavers. To apply word chants to rhythms, understanding how to link each syllable to one musical note.	Reading notation: To understand the differences between minims; crotchets; paired quavers; and rests. To read and perform pitch notation within a defined range (e.g. C–G) To follow simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. To understand the differences between 2/4, 3/4 and 4/4 time signatures. To read pitch notation within an octave (e.g. C–C') To read and play short, basic rhythmic phrases at sight.	minims, crotchets, quavers and semiquavers, and their equivalent rests. To further develop the skills to read and perform pitch notation within an octave (e.g. C–C) To read and play from notation a simple four-bar phrase, identifying note names and durations.
--	--	--	---	---	---	--	--

Grafton Primary School
Curriculum Progression of Skills for Music

		Pitch: To listen to sounds in the local school environment, comparing high and low sounds. To sing familiar songs in both low and high voices and talk about the difference in sound. To explore percussion sounds to enhance storytelling	To play a range of singing games matching voices accurately. To sing short phrases independently within a singing game or short song. To recognise dot notation and match it to 3-note tunes played on tuned percussion,				
--	--	---	---	--	--	--	--