




South Lake Primary School - Progression of skills in Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening and appraising genres (all year groups)	Pop Music	Theatre Music	Music to dance to	Music around the world	Western Classical Music	Film music
EYFS	<p>Children have access to a variety of resources within their continuous provision that helps to both develop and consolidate knowledge, skills, understanding and creativity when listening to or making music.</p> <p>In addition, children regularly sing nursery rhymes as part of their whole class lessons.</p> <p>Music skills are covered through the EYFS curriculum through the following EYFS strands: Communication and language, Literacy – reading and Expressive arts and design.</p>					
Year 1	Playing instruments Untuned percussion	Singing Christmas songs in unison	Playing instruments Tuned percussion - glockenspiels	Composing Untuned percussion, working together as a class	Singing Tuning and timing	Composing Untuned percussion, using a graphic score
Year 2	Playing instruments Tuned percussion - glockenspiels	Singing Christmas songs in unison	Composing Untuned percussion, using rhythm blocks/graphic score	Singing Tuning, timing, dynamics	Playing instruments Tuned percussion - glockenspiels	Composing 3 notes, using letter names
Year 3	Singing Tuning, timing, dynamics	Playing instruments Tuned percussion - glockenspiels	Composing Rhythm blocks, 3 notes on the glockenspiel	Singing Singing in rounds	Playing instruments Tuned percussion - glockenspiels	Composing Rhythm notation (crotchets, quavers, rests)
Year 4	Maestros: Violin or Cello	Maestros: Violin or Cello	Maestros: Violin or Cello	Maestros: Violin or Cello	Maestros: Violin or Cello	Maestros: Violin or Cello
Year 5	Playing instruments Tuned percussion - glockenspiels	Singing Small groups, developing soloists	Playing instruments Tuned percussion - glockenspiels	Composing Rhythm blocks, pentatonic notes	Singing Rounds/simple harmonies	Composing Music Technology
Year 6	Singing Simple and more complex harmonies	Playing instruments Tuned percussion - glockenspiels	Composing Rhythm notation (crotchets, quavers, minims, rests)	Playing instruments Tuned percussion - glockenspiels	Composing Music Technology	Singing Leavers' songs



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EYFS	Listen carefully to rhymes and songs, paying attention to how they sound. Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music.	Sing 1 or 2 songs Sing a selection of songs Sing a large repertoire of songs. Know some rhymes. Learn rhymes, poems and songs. Learn nursery rhymes by heart and perform chosen ones to their peers. Explore and engage in music making and dance, performing solo and in groups. Build up a repertoire of songs and dances.	Tap out simple repeated rhythms.		<i>From computing curriculum: Use recording devices to capture sounds.</i>
Year 1	Move to the pulse of the music. Describe how the music makes you feel. Describe the mood of the music (happy, sad, excited). Discuss how many sounds you can hear (one sound, several sounds). Describe likes/dislikes.	Sing simple songs, chants and rhymes from memory. Sing collectively and at the same pitch. Control vocal pitch to match the pitch heard with accuracy. Respond to simple visual directions (stop, start, loud, quiet) and counting in.	Find the pulse of a piece using untuned percussion. Play simple crotchet rhythms using 2-3 notes on a glockenspiel. Observe crotchet rests when playing. Begin to play simple quaver rhythms on a glockenspiel. Notation: crotchet, quaver, crotchet rest	Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sound in response to stimuli (e.g. a rainstorm or a train journey) as part of the class. Combine these to make a story using untuned classroom instruments. Invent, retain and recall rhythm patterns and perform these for others. Recognise how graphic notation can represent sounds. Explore and invent own symbols, for example: 	
Year 2	Move to the pulse of the music. Describe the timbre (smooth, crisp, scratchy, rattling, tinkling) Describe the dynamics (loud, quiet, changes) Describe the tempo (fast, slow, changes) Describe the pitch (high, low, changes) Name instruments you can hear. Describe likes/dislikes.	Sing songs with a small pitch range, pitching the notes accurately. Demonstrate increasing vocal control. Demonstrate understanding of dynamics when singing by responding to directions or visual symbols.	Play simple known tunes (twinkle twinkle, Mary had a little lamb) on the glockenspiel. Play simple crotchet rhythms using 3-4 notes on a glockenspiel. Play simple quaver rhythms on a glockenspiel. Demonstrate understanding of dynamics when playing. Notation: crotchet, quaver, crotchet rest, semibreve. Semibreve rest	Create music in response to a non-musical stimulus (e.g. a storm, a car race, a rocket launch) in small groups. Work with a partner to improvise simple question and answer phrases on untuned percussion, creating a musical conversation. Use graphic notation, dot/stick notation or rhythm grids to keep a record of composed pieces. Begin to compose simple 3-note melodies, using note names.	<i>From computing curriculum: Explore, edit and combine sounds using 2Sequence. Add sounds to a tune they've already created to change it. Upload a sound from a bank of sounds into the Sounds section. Record their own sound and upload it into the Sounds section. Create their own tune using the sounds which they have</i>



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Year 3	<p>Clap key rhythms.</p> <p>Use musical dimensions vocabulary to describe music: duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Describe likes/dislikes about the music.</p> <p>Describe what the music does well, using musical dimensions vocabulary.</p>	<p>Sing a widening range of songs in unison, tunefully and with expression.</p> <p>Perform forte and piano (loud and soft)</p> <p>Perform actions confidently and in time with the music.</p> <p>Begin singing simple rounds in large groups.</p>	<p>Play increasingly complex crotchet-quaver rhythms using 5 notes on the glockenspiel.</p> <p>Perform a simple glockenspiel piece, demonstrating an understanding of audience.</p> <p>Demonstrate an understanding of dynamics and pulse when playing.</p> <p>Notation: crotchets, quavers, crotchet rests, minims, minim rests, semibreves, semibreve rests, piano, forte</p>	<p>Improvise by inventing short 'on-the-spot' responses using a limited note range.</p> <p>Structure musical ideas (using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Compose to different stimuli (stories, painting, photographs) or musical sources.</p> <p>Record compositions using rhythm blocks and simple rhythm notation (crotchets, quavers, rests)</p>	<p><i>From computing curriculum:</i></p> <p>Identify that sound can be recorded</p> <p>Explain that audio recordings can be edited</p> <p>Recognise the different parts of creating a podcast project</p> <p>Combine audio to enhance my podcast project</p> <p>Evaluate the effective use of audio</p>
Year 4	<p>Identify repeated patterns/ideas in the music.</p> <p>Use more musical dimensions vocabulary to describe music: duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>Identify musical instrument families in the music (brass, woodwind, strings, percussion)</p>	<p>Sing a broader range of songs with a sense of performance (phrasing, accurate pitching, style)</p> <p>Perform a range of songs in school performance opportunities.</p>	<p>Violins or cellos:</p> <p>Bow holds.</p> <p>Open string notation.</p> <p>Arco/pizzicato.</p> <p>Crotchet/quaver rhythms and rests.</p> <p>Demonstrate an understanding of dynamics, pulse and phrasing.</p> <p>Perform in front of an audience.</p> <p>Notation: Crotchets, quavers, minims, semibreves, rests, repeat signs, tremolo, piano, forte,</p>		
Year 5	<p>Identify repeated patterns/ideas in the music.</p> <p>Identify musical instruments.</p> <p>Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo, major, minor, trill).</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms.</p> <p>Observe rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Begin singing simple harmonies in large groups.</p>	<p>Play increasingly complex rhythms using known rhythm notation.</p> <p>Play a wider variety of pieces with a variety of tempi on the glockenspiel.</p> <p>Demonstrate an understanding of 4/4 and 3/4 time signatures.</p> <p>Demonstrate an understanding of dynamics, including crescendo and diminuendo, when playing.</p> <p>Begin to play pieces with 1 sharp or flat note.</p> <p>Notation: crotchets, minims, quavers, rests, f, p, mp, mf, crescendo, diminuendo, tied notes</p>	<p>Improvise on a limited range of pitches on a glockenspiel.</p> <p>Improvise over a simple groove, creating a satisfying melodic shape.</p> <p>Create short pentatonic (5-note) phrases, combining rhythmic notation with letter names.</p> <p>Explore knowledge of musical components by composing music to create a specific mood.</p> <p>Begin to use simple staff notation to record ideas.</p>	<p>Explore and combine sounds using Bandlab.</p> <p>Select appropriate loops based on genre, tempo and key.</p> <p>Add loops to a track accurately.</p> <p>Create layers of sound using a variety of loops.</p>



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Year 6	<p>Discuss key rhythms in the music and identify which instruments play these. Describe the overall structure of the song.</p> <p>Describe the dynamics – do these change with the mood/structure? Describe the tempo and make links with the style of the music.</p> <p>Describe what the lyrics are about and how it makes you feel.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms. Observe rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Sing simple rounds and harmonies in smaller groups.</p> <p>Develop vocal independence by experimenting with positioning singers randomly within the group.</p>	<p>Play increasingly complex rhythms and melodies using known notation. Demonstrate an understanding of 4/4 and 3/4 time signatures.</p> <p>Demonstrate an understanding of dynamics, including crescendo and diminuendo, when playing.</p> <p>Begin to play pieces with more than 1 sharp or flat note.</p> <p>Begin to play pieces with syncopated rhythms.</p> <p>Show an awareness of audience when performing.</p> <p>Notation: crotchets, minims, quavers, rests, f, p, mp, mf, crescendo, diminuendo, tied notes, dotted rhythms</p>	<p>Improvise melodies beyond 8 beats, creating a satisfying melodic shape. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Incorporate rhythmic variety and interest.</p> <p>Notate compositions using staff notation.</p> <p>Perform own compositions.</p>	<p>Explore techniques to change the dynamics and timbres of tracks.</p> <p>Add special effects to loops to create a desired sound.</p> <p>Experiment with track automation to create interest within a track.</p> <p>Add rhythmic interest to a composition using a drum machine.</p>