

# Music Progression and Skills

## Skills in Singing

### Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (R5)</p> <p>Sings to self and makes up simple songs (R5)</p> <p>Begins to build a collection of songs. (R6)</p>	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Begin with simple songs with a very small range, mi-so, and then slightly wider. Include pentatonic songs.</p> <p>Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</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>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</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 assemblies.</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</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 assemblies.</p>	<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 assemblies and in school performance opportunities.</p>	<p>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.</p> <p>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.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>

**Skills in Listening**  
**Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure**

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Respond to music</b> Encourage children to notice changes in movement and sound, e.g. louder, quieter, smaller, bigger. Talk about what is happening, helping them to think about cause and effect. (R5)</p> <p><b>Identify Basic Elements</b> Support children's talk by sharing terms used by musicians (R5)</p> <p><b>Cultural/Contextual Understanding</b> Introduce children to a wide range of music.(R5)</p> <p>Share with children other artists' work that connects with their ideas, interests and experiences. (R5)</p>	<p><b>Respond to music</b> Move, clap or gesture freely to recorded and live music.</p> <p>Give simple verbal reactions such as "I like this because..." or "it sounds fast/slow.</p> <p><b>Identify Basic Elements</b> Identify loud/quiet, fast/slow, high/low.</p> <p>Begin recognising repeated patterns (e.g. pulse/rhythm)</p> <p><b>Describe Feelings</b> Describe how a piece of music makes them feel using simple words (happy, sad, calm)</p> <p><b>Recognise Instruments</b> Identify commonly known instruments by sound (drums, piano, guitar, voice)</p> <p><b>Aural Memory</b> Echo short rhythmic and melodic patterns of 2-3 notes.</p> <p>Recall and repeat simple songs.</p> <p><b>Cultural/Contextual Understanding</b> Hear simple stories about the</p>	<p><b>Respond to music</b> Talk about music using vocabulary such as beat, rhythm, pattern.</p> <p>Notice contrasts within a piece (loud-quiet/fast-slow)</p> <p><b>Identify Basic Elements</b> Identify tempo, dynamics and timbre in familiar pieces.</p> <p>Recognise simple structure: beginning, middle, end or AB form.</p> <p><b>Describe Feelings</b> Explain mood changes within music; relate them to musical elements ("it feels calm because it's slow and quiet").</p> <p><b>Recognise Instruments</b> Recognise a broader range of classroom instruments and some orchestral families (strings, woodwind, brass, percussion).</p> <p><b>Aural Memory</b> Repeat simple melodic patterns of 3-4 notes</p> <p>Memorise a wider range of songs,</p>	<p><b>Respond to music</b> Discuss music using descriptive language (smooth, bumpy, energetic, gentle)</p> <p>Begin to compare two different pieces.</p> <p><b>Identify Basic Elements</b> Recognise beat vs rhythm, pitch direction, dynamics, tempo, texture (solo/ensemble)</p> <p>Identify simple forms such as verse-chorus or ABA.</p> <p><b>Describe Feelings</b> Give more detailed emotional responses and relate them to musical features.</p> <p><b>Recognise Instruments</b> Identify specific orchestral instruments: Violin, flute, trumpet, drum.</p> <p>Notice use of body percussion, tuned percussion and voice types.</p> <p><b>Aural Memory</b> Echo rhythmic patters with varied durations.</p> <p>Sing short melodies from memory with developing accuracy</p>	<p><b>Respond to music</b> Make personal and musical comments on pieces from different genres and periods.</p> <p>Identify how instruments contribute to the overall character of a piece.</p> <p><b>Identify Basic Elements</b> Recognise timbre differences between instrument families.</p> <p>Identify syncopation, ostinato, pentatonic patterns.</p> <p>Describe structure (e.g. rondo, theme and variation basics).</p> <p><b>Describe Feelings</b> Use richer vocabulary (tense, triumphant, mysterious).</p> <p>Discuss how composers create mood through musical choices.</p> <p><b>Recognise Instruments</b> Identify a growing range of orchestral instruments and digital/electronic sounds.</p>	<p><b>Respond to music</b> Offer structured opinions using musical vocabulary.</p> <p>Compare pieces based on their musical elements and cultural backgrounds.</p> <p><b>Identify Basic Elements</b> Identify key musical devices: canon, drone, layered textures, melodic contour, major/minor.</p> <p>Recognise expressive use of tempo, dynamics, articulation.</p> <p><b>Describe Feelings</b> Analyse emotional impact with clarity and reference to techniques used.</p> <p>Identify how stories or historical events shape musical meaning.</p> <p><b>Recognise Instruments</b> Distinguish between instruments in the orchestra and world instruments (e.g. djembe, sitar, steel pan).</p> <p>Recognise different</p>	<p><b>Respond to music</b> Give thoughtful, structured evaluation or both live and recorded music.</p> <p>Compare interpretations across styles, cultures and historical periods.</p> <p><b>Identify Basic Elements</b> Analyse texture, form, harmony and instrumentation at a more confident level.</p> <p>Identify changes and development or motifs or themes.</p> <p><b>Describe Feelings</b> Offer nuanced descriptions of mood, atmosphere and intention.</p> <p>Link emotional responses to specific compositional features.</p> <p><b>Recognise Instruments</b> Identify most common orchestral, band and world instruments by ear.</p> <p>Recognise instrument groupings and their typical roles (melody, bassline,</p>

	<p>background of songs and musical pieces.</p> <p>Understand that music can come from different places and cultures.</p> <p><b>Live Music Experiences</b> Listen to performance from older pupils or visiting musicians</p> <p>Respond by clapping, moving or discussing what they heard.</p>	<p>rounds or chants.</p> <p><b>Cultural/Contextual Understanding</b> Hear simple explanations of a piece's origins (folk songs, cultural celebrations).</p> <p>Connect songs with stories, characters or traditions.</p> <p><b>Live Music Experiences</b> Compare live and recorded versions of music they know.</p> <p>Identify visible instruments in a live performance.</p>	<p>in pitch.</p> <p><b>Cultural/Contextual Understanding</b> Learn about origins of folk songs, word music traditions and famous composers.</p> <p>Describe how music reflects cultural or historical context at a simple level.</p> <p><b>Live Music Experiences</b> Discuss differences between live and recorded performances (volume, energy, acoustics).</p> <p>Recognise how performers show pulse, rhythm and expression.</p>	<p>Recognise when music is layered, including melody + accompaniment.</p> <p><b>Aural Memory</b> Reproduce longer rhythmic phrases.</p> <p>Recall and sing melodies with accuracy and control.</p> <p><b>Cultural/Contextual Understanding</b> Explore how traditions, stories or social contexts influence musical style (e.g. samba, blues).</p> <p>Understand that music has historical origins and purposes (dance, celebration, ceremony).</p> <p><b>Live Music Experiences</b> Ask questions about performances.</p> <p>Describe observations about musicians' techniques or roles.</p>	<p>vocal styles (soprano, alto, tenor, bass).</p> <p><b>Aural Memory</b> Maintain and recall longer melodic or rhythmic ideas.</p> <p>Perform from memory simple melodies and rounds.</p> <p><b>Cultural/Contextual Understanding</b> Understand how music is linked to social identity, tradition or ceremony.</p> <p>Discuss origins/heritage of pieces studied (baroque, classical, romantic, world traditions).</p> <p><b>Live Music Experiences</b> Identify ensemble roles (conductor, soloist, accompanist).</p> <p>Discuss how live performers interpret music differently from recordings.</p>	<p>accompaniment).</p> <p><b>Aural Memory</b> Internalise and repeat more complex rhythmic or melodic patterns.</p> <p>Sing and recall extended pieces confidently and accurately.</p> <p><b>Cultural/Contextual Understanding</b> Explain how music reflects the historical, cultural, political or social context in which it was created.</p> <p>Recognise origins and stylistic traits of genres studied (jazz, classical, pop, folk etc).</p> <p><b>Live Music Experiences</b> Critically discuss live performances, focusing on interpretations, ensemble cohesion, technique and expression.</p> <p>Compare multiple live experiences and identify key features of performance practice.</p>
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**Composing and Improvising**  
**Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics**

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Improvising</u></b>            Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening (R6)</p> <p>Provide a range of musical instruments that are used in different ways, for children to bang, pluck, blow, strum. (R5)</p> <p><b><u>Composing</u></b>            Taps out simple repeated rhythms. (R5)</p> <p>Develops an understanding of how to create and use sounds intentionally. (R5)</p>	<p><b><u>Improvising</u></b>            Improvise simple vocal chants using question-and-answer phrases.</p> <p>Invent short rhythmic or pitch patterns and repeat them.</p> <p>Improvise musical sound effects (e.g. rain, trains, animals) using classroom instruments or natural sound makers.</p> <p><b><u>Composing</u></b>            Create short sequences of sounds in response to a stimulus (e.g. thunderstorm, journey).</p> <p>Understand the difference between a rhythm pattern and a pitch pattern.</p> <p>Retain and recall invented patterns to perform to others.</p> <p>Experiment with graphic notation, creating their own symbols to represent sounds.</p>	<p><b><u>Improvising</u></b>            Improvise simple question-and-answer phrases with a partner, using voice or untuned percussion.</p> <p>Respond musically to non-musical stimuli (e.g, thunderstorms, race cars, rocket launch).</p> <p><b><u>Composing</u></b>            Create short pieces based on a chosen stimulus.</p> <p>Begin to use graphic symbols, dot notation, and simple stick notation to record composed ideas.</p>	<p><b><u>Improvising</u></b>            Improvise short “on-the-spot” musical ideas using a limited note range, with voice, tuned percussion, untuned percussion or classroom instruments.</p> <p>Structure improvisations using echo or question-and-answer phrases.</p> <p>Improvise to represent stories, scenes, images, poems or musical examples.</p> <p><b><u>Composing</u></b>            Combine known rhythmic notation with letter names to create rising and falling melodic phrases using do, re, mi.</p> <p>Compose simple accompaniments on untuned percussion using known note values.</p> <p>Create pieces with a clear beginning, middle and end in response to different stimuli.</p>	<p><b><u>Improvising</u></b>            Improvise using a broader note range with voice or tuned percussion.</p> <p>Use musical features such as legato and staccato in improvisation ideas.</p> <p>Begin to shape improvisation by deciding on an overall structure.</p> <p><b><u>Composing</u></b>            Create short pentatonic phrases using a limited set of 5 pitches appropriate to their instrument.</p> <p>Sing and play these phrases as standalone compositions.</p> <p>Arrange notation cards (minim, crotchet, crotchet rest, paired quavers) to create 2-4 beat phrases grouped into bars.</p> <p>Compose music to create a particular mood (e.g. film clip accompaniment).</p> <p>Explore use of major and minor chords.</p> <p>Capture</p>	<p><b><u>Improvising</u></b>            Improvise freely over a drone, developing musical shape and character.</p> <p>Improvise over a simple groove, creating a melodic pattern that fits the beats.</p> <p>Experiment with wider dynamic range loud vs quiet, lyrical and soft, staccato and hard.</p> <p><b><u>Composing</u></b>            Compose two phrase melodies in C major or A minor, adding rhythmic or chordal accompaniment if desired.</p> <p>Compose a short ternary (ABA) piece in pairs.</p> <p>Use chords to create atmosphere or mood (e.g. stillness, water, tension).</p> <p>Compose for a specific effect or context (e.g. silent film, book setting).</p> <p>Capture compositions using:</p> <ul style="list-style-type: none"> <li>● Graphic notation</li> <li>● Rhythm notation</li> </ul>	<p><b><u>Improvising</u></b>            Work in small groups to create music with multiple sections, showing repetition and contrast.</p> <p>Use chordal changes within an improvised sequence.</p> <p>Extend melodic improvisation beyond 8 beats over a fixed groove, shaping the line to be musically satisfying.</p> <p><b><u>Composing</u></b>            Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C, D, E, G, A) including rhythmic interest; notate this phrase.</p> <p>Compose paired phrases in G major or E minor.</p> <p>Add rhythmic or chordal accompaniment to enhance a melody.</p> <p>Compose a complete ternary form piece, using music software to create/ record it.</p>

				compositions using: <ul style="list-style-type: none"> <li>• Graphic notation</li> <li>• Rhythm notation and time signatures.</li> <li>• Staff notation</li> <li>• technology/software</li> </ul>	and time signatures. <ul style="list-style-type: none"> <li>• Staff notation</li> <li>• technology/software</li> </ul>	
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**Skills in MUSICIANSHIP/PERFORMANCE**  
**Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure**

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Performance</b> Offer children opportunities to use their skills and explore concepts and ideas through their representations. (R5)</p> <p>Sings to self and makes up simple songs (R5)</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. (R6)</p> <p>Creates sounds, movements, drawings to accompany stories (R6)</p>	<p><b>Pulse/Beat</b> Clap, march, tap or move to a steady beat with others.</p> <p>Change the speed of movement when the music gets faster or slower.</p> <p>Use body percussion and simple instruments to keep a steady beat.</p> <p><b>Rhythm</b> Copy short rhythm patterns from the teacher.</p> <p>Repeat simple rhythm patterns while keeping in time.</p> <p>Say and perform word-rhythms like “ca-ter-pil-lar crawl”</p> <p><b>Pitch</b> Listen for high and low sounds around the school.</p> <p>Sing familiar songs using high and low</p>	<p><b>Pulse/Beat</b> Understand that beat can get faster or slower (tempo)</p> <p>Tap or clap the beat while listening to music and notice tempo changes.</p> <p>Walk in time to music and use left/right movements with others.</p> <p>Begin to feel and show beats in groups of 2 or 3.</p> <p><b>Rhythm</b> Copy rhythms and make rhythms for others to copy.</p> <p>Create rhythms using spoken word phrases.</p> <p>Read chanted rhythms using simple stick notation (crotchet, quavers, rest).</p>	<p><b>Instrumental Performance</b> Develop basic skills on tuned percussion or melodic instruments (e.g. ukulele)</p> <p>Play simple melodies using notes C-E (do-mi) from staff notation.</p> <p>Perform in small groups (trios, quartets).</p> <p><b>Listening &amp; Producing Patterns</b> Use listening skills to order musical phrases written in dot notation.</p> <p>Cope simple melodic phrases accurately at both fast and slow speeds.</p> <p>Perform short question and answer melodic patterns.</p> <p><b>Reading Notation</b> Be introduced to the</p>	<p><b>Instrumental Performance</b> Develop skills on an instrument via whole class tuition.</p> <p>Play melodies using notes C-G (do-so) from staff notation.</p> <p>Perform in Two or more parts, such as melody and accompaniment.</p> <p>Cope short melodic patterns, including pentatonic patterns (C, D, E, G, A).</p> <p>Identify which parts stay the same (static) and which move (melody).</p> <p><b>Reading Notation</b> Learn minims, crotchets, paired quavers, and rests.</p> <p>Read and play pitch notation within a range C-G.</p> <p>Follow simple rhythmic scores and</p>	<p><b>Instrumental Performance</b> Play melodies using notes across an octave range Middle C-C (do-do) from staff notation.</p> <p>Understand how triads (three note chords) are formed and play simple chord patterns.</p> <p>Perform accompaniments to familiar songs using parts or simple harmonic patterns.</p> <p>Play in mixed ensembles.</p> <p>Begin to play by ear.</p> <p><b>Reading Notation</b> Understand semibreves, minims, crotchets, quavers, semiquavers and their rests.</p> <p>Understand 2/4, 3/4 and 4/4 time signatures.</p>	<p><b>Instrumental Performance</b> Play melodies using notes across a full octave (do-do) using staff notation.</p> <p>Make decision about dynamics: very loud, loud, quiet, very quiet (ff, f, p, pp in simple terms).</p> <p>Accompany melodies using block chords or a simple base line on keyboards, tuned percussion or apps.</p> <p>Perform more confidently in ensembles.</p> <p>Take on melody or accompaniment roles and keep in time with others.</p> <p><b>Reading Notation</b> Further understand all common note</p>

	<p>voices and talk about the difference.</p> <p>Use percussion to match a story or scene (e.g. footsteps, rain, climbing).</p> <p>Follow simple picture or symbol instructions to guide playing or singing.</p>	<p>Make and perform their own short rhythm patterns using these symbols.</p> <p><b>Pitch</b> Play singing games that use so-mi.</p> <p>Sing short phrases on their own in games or songs.</p> <p>Show pitch changes through actions (hands up/down, stand/sit).</p> <p>Match simple dot notation to short 3-note tunes on tuned percussion.</p>	<p>stave, lines/spaces and the clef.</p> <p>Understand higher/lower pitch shown in dot notation.</p> <p>Learn and perform rhythms using crotchets and paired quavers.</p> <p>Match word phrases to rhythm patterns (one syllable = one note).</p>	<p>keep a steady beat.</p> <p>Keep their individual part steady when performing with others.</p>	<p>Read and perform pitch notation within an octave (C-C).</p> <p>Read and play short rhythms at sight using known symbols.</p>	<p>values: semibreves to semiquavers, plus rests.</p> <p>Read and perform pitch notation within an octave with improving confidence.</p> <p>Read and play rhythmic scores in up to four parts, keeping their part steady.</p> <p>Read and play a four-bar phrase from notation, naming notes and durations accurately.</p>
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