



HORSLEY
C of E PRIMARY SCHOOL

Music Progression of Skills Map

	Year 1	Year 2
Performing: Singing	<ul style="list-style-type: none"> • Explore and control vocal dynamics, duration and timbre • Use voices to create descriptive sounds • Use voices expressively by singing a range of songs and chants • Sing songs together in unison and with harmonic backing tracks and accompaniments • Develop an understand of pitch through singing and vocal games and warm-ups • Learn songs to perform as part of a school production (e.g. Nativity) 	<ul style="list-style-type: none"> • Sing with expression, paying attention to the pitch/melodic accuracy • Develop an understanding of pitch through singing • Prepare and improve a class vocal performance using movement, voice and percussion • Learn songs to perform as part of a school production (e.g. Nativity), including simple two-part singing
Performing: Playing instruments	<ul style="list-style-type: none"> • Identify and keep a steady beat using instruments • Explore and control dynamics, duration, and timbre with instruments • Play and control changes in tempo • Explore sounds on instruments and find different ways to vary their sound • Use instruments to create descriptive sounds • Play fast, slow, loud, and quiet sounds on percussion instruments 	<ul style="list-style-type: none"> • Listen to and repeat rhythmic patterns on body percussion and percussion instruments • Play simple pitch lines on tuned percussion, by ear and using simple notation • Accompany a song with vocal, body percussion and instrumental ostinati • Use instruments expressively in response to visual stimuli
Improvising & Composing	<ul style="list-style-type: none"> • Explore percussion instruments and find different ways to vary their sound/timbre • Explore, layer and perform rhythms to a steady beat • Create, play and combine simple word rhythms 	<ul style="list-style-type: none"> • Explore timbre and texture to understand how sounds can be descriptive • Combine sounds to create a musical effect in response to visual stimuli • Explore voices to create descriptive musical effects • Explore different ways of organising music (e.g. start-middle-end, introduction, etc.)
Listening & Appraising	<ul style="list-style-type: none"> • Recognise and respond to changes in tempo in music • Identify changes in pitch and respond to them with movement • Understand how music can tell a story • Identify a sequence of sounds (structure) in a piece of music • Listen in detail to a range of instrumental and vocal music; identify instruments/voices • Identify metre by recognising its pattern • Identify a repeated rhythm pattern 	<ul style="list-style-type: none"> • Match descriptive sounds to images • Identify ways of producing sounds (e.g. shake, strike, pluck) • Identify rising and falling pitches • Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) • Use simple musical vocabulary to describe music (e.g. fast, slow, exciting, scary, etc.) • Listen, describe and respond to contemporary orchestral music



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	Year 3	Year 4
Singing	<ul style="list-style-type: none"> As a class, sing in two-part harmony Perform a round in two and three parts 	<ul style="list-style-type: none"> As a class, learn to sing partner songs in three simple independent parts Sing songs, combining singing, playing instrumental accompaniments and dance Perform a round in three and four parts
Playing instruments	<ul style="list-style-type: none"> Accompany a song with a melodic ostinato Perform a pentatonic song with tuned and untuned accompaniment Play independent parts in more than one metre (e.g. simple triple/quadruple time) Perform rhythmic ostinati individually and in combination Understand and use pitch and rhythm notation (e.g. crotchets, quavers and minims) Create and perform from a graphic/symbol score Read graphic notation to play a melody on tuned instruments 	<ul style="list-style-type: none"> Combine body percussion ostinati as a song accompaniment Play and sing repeated patterns (ostinati) from both memory and staff notation Maintain an independent part, combining melody, chords, bass and rhythm parts from graphic, rhythm and staff notations
Improvising & composing	<ul style="list-style-type: none"> Improvise descriptive music on a given stimulus (e.g. seascape, lunar landscape, etc.) Improvise to a rhythmic and melodic ostinato accompaniment Explore simple accompaniments using beat and rhythm patterns Choose different timbres to make an accompaniment Make choices about using musical structures for group compositions (e.g. ABA form, verse-chorus, etc.) Compose using a symbol/graphic score Use a score and combine sounds to create different musical textures and effects 	<ul style="list-style-type: none"> Understand syncopation and clap improvised off-beat rhythms Compose and play sequences of word rhythms Improvise and compose in response to visual stimuli (e.g. picture, clip, video) Improvise melodies with a given set of notes (e.g. pentatonic scale, whole-tone scale) Compose and notate simple pentatonic melodies and ostinato using letter notation Explore combining melodic and rhythmic layers using a graphic score

Listening & Appraising

- Learn how sounds are produced and how instruments are classified (e.g. woodwind, brass, strings, etc.)
- Identify a range of orchestral and non-orchestral instruments in recorded and live music
- Recognise simple rhythm patterns in staff notation (e.g. crotchet, quavers and minims)
- Orally recognise pitch shapes such as ascending and descending scale patterns, movements in step/leaps etc
- Match short rhythmic phrases with rhythm notation
- Describe the structure of a piece of music using a range of vocabulary: verse chorus, introduction/intro
- Develop listening skills by analysing and comparing music from different traditions, times and places
- Compare and contrast the structure of two pieces of music
- Identify the metre (time signature) in a piece of music (simple triple, duple and quadruple time signatures)
- Know and identify selected classics from the musical canon (e.g. Vivaldi's *Four Seasons*, Holst, *The Planets*)
- Make value judgements about a range of music and begin to substantiate choices using appropriate vocabulary



Music Progression of Skills Map

	Year 5	Year 6
Singing	<ul style="list-style-type: none"> • Sing a range of scales (e.g. blues, major, minor, pentatonic and chromatic) accurately • Sing and play percussion in a group piece with changes in tempo and dynamics • Sing in unison and three-part harmony • Sing with attention to accuracy in rhythm, pitch and dynamics 	<ul style="list-style-type: none"> • Demonstrate understanding of pitch through singing from simple staff notation • Demonstrate understanding of beat and syncopation through singing and body percussion • Convey lyrical meaning through expressive singing in a part-song with echoes • Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement. • Refine vocal performance with consideration of posture, breathing and enunciation • Change vocal tone to reflect mood, style and context
Playing instruments	<ul style="list-style-type: none"> • Read and perform melodies in staff notation • Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities • Perform music together in synchronisation with a short movie • Develop ensemble playing, focusing on steady beat and placing notes accurately together • Control short, loud sounds on a variety of instruments 	<ul style="list-style-type: none"> • Play a chordal accompaniment to a piece of music • Follow and interpret a complex graphic score • Play tuned instrumental parts up to one octave using standard notation • Understand the following music notation terms: bar, bar-line, treble cleff, time signature • Read and maintain an independent melodic part (e.g. for pitched percussion) using standard notation
Improvising & Composing	<ul style="list-style-type: none"> • Develop accompaniments using ostinati and improvise rhythms on untuned percussion • Learn about jazz scat singing and devise scat sounds • Create musical effects using contrasting pitch • Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music 	<ul style="list-style-type: none"> • In a group, improvise/compose descriptive music on instruments on a given brief • Make and substantiate compositional choices • Refine and improve own and others' work • Draw upon previously learnt musical devices (e.g. ostinato, drones, chords, etc.) for specific effect, meaning or structure

Listening & Appraising

- With reference to a range of styles and musical forms, identify changes in tempo, instrumentation/timbre and dynamics and their effects
- Make value judgements about a range of music from different times and places (including Music of the Month), substantiating viewpoints and drawing upon appropriate musical vocabulary
- Explore and analyse a range of songs identifying organisational features (e.g. bridge passage, middle eight, coda, improvised solo, codetta)
- Draw upon a broad range of musical experiences and identify a range of musical styles from different periods of music history, including the work of the 'great composers', musicians and well-known musical classics (e.g. Beethoven's 6th Symphony, Bob Marley, *Three Little Birds*)
- Recall simple facts about composers and musical styles explored
- Accurately define pitch, duration, tempo, timbre, texture and structure
- Draw upon the full range of KS2 interrelated dimensions to appraise music: pitch, duration, tempo, timbre, texture, structure