Hamilton Academy

Music: progression of skills

Purpose of study: Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

PROGRESSION in SINGING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Use their voices to join in with singing songs. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others. • Participate in performances to a small	• Sing simple songs, chants, and rhymes from memory. • Sing collectively and at the same pitch. • Start with a very small range >mi-so (3rd) > slightly wider range. Include pentatonic songs. • Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. • Respond to simple visual directions and counting in.	• Sing songs regularly with a pitch range of do-so (5th) with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics and tempo. • Be able to demonstrate these when singing by responding to the music leader's directions and visual symbols (e.g., crescendo, decrescendo, pause).	• Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. • Perform forte and piano. • Perform actions confidently and in time to a range of action songs. • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • To have an awareness of the	• 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). • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) • Begin to sing repertoire with small and large leaps as well as a simple second part to	• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. • Include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • To listen to each other and be aware of how you fit into the group. • Perform a range of songs in school	• 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. • Continue to sing three- and four- part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance

audience. • Stop and start at the right time.			pulse internally when singing. • Perform as a choir in school assemblies.	introduce vocal harmony. • Re-join the group if lost. • Perform a range of songs in school assemblies.	assemblies and in school performance opportunities.	between parts and vocal independence. • Experience solo singing. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

PROGRESSION in TEMPO

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Recognise music and sounds that are 'fast' or 'slow'. • Use body movements to keep in time to a steady beat.	• Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempoof the music changes. • Use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance.	• Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Know the difference between left andright to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first	• Begin to use tempo vocabulary - fast (allegro), slow (adagio), pulse, beat.	• Extend tempo vocabulary - Getting faster (accelerando), Getting slower (rallentando).	• Know that playing in time means that all performers play together at the same speed.	• Begin to use the speed of the count in to set the tempo for the whole performance.

		(strongest) beat andclapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to.				

PROGRESSION in RHYTHM

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Recognise that different sounds can be 'long' or 'short'.	• Know that a rhythm is a pattern of long and short notes. • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants; create, retain, and perform their own rhythm patterns. • Know that the long and short sounds of a spoken phrase can be represented by a rhythm.	• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests. • Create and perform their own chanted rhythm patterns with the same stick notation. • Know that 'duration' means how long a note, phrase or whole piece of music lasts for. • Know that the duration of a note can be shown using a symbol on a graphic	• Introduce and understand the differences between crotchets and paired quavers. • Know that different notes have different durations, and that crotchets and paired quavers are worth one whole beat. • Know that a quaver is worth half a beat. • Apply word chants to rhythms, understanding how to link each syllable to one musical note.	• Introduce and understand the differences between minims, crotchets, paired quavers, and rests. • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture achieving a sense of ensemble.	• Know that combining different instruments playing different rhythms creates layers of sound called 'texture'. • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	• Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 partsthat contain known rhythms and note durations. • Know that 'polyrhythms' means many different rhythms played at once.

		score.				

PROGRESSION in PITCH

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Understand what 'high' and 'low' notes are.	• Understand that pitch means how high or low a note sounds. • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing.	• Understand that the melody is made up from high and low pitched notes played one after the other, making a tune. • Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). • Recognise dot notation and match it to 3-note tunes played on tuned percussion.	• Play and perform melodies following staff notation using a small range (e.g. Middle C-E/ do-so) as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E / do-re-mi. • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.	• 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. • Perform in two or more parts (e.g., melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Know that some traditional music around the world is based on five notes called a 'pentatonic' scale. • Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A). • Read and perform pitch notation within a defined range (e.g., C–G/do–so).	• Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. • Perform simple, chordal accompaniments to familiar songs. • Know that the group of pitches in a song is called its 'key', and that a key decides whether a song sounds happy or sad. • Know that major chords create a bright happy sound. • Know that a minor key can be used to make music sound sad.	• Read and perform pitch notation within an octave (e.g., C–C'/do–do). • Play a melody following staff notation written on one stave and using notes within an octave range (do–do). • Read and play from notation a four-bar phrase, confidently identifying note names anddurations.

PROGRESSION in DYNAMICS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Understand that instruments can be played loudly or quietly.	• Know that dynamics means how loud or quiet a sound is.	• Be able to demonstrate loud and quiet when singing by responding to the music leader's directions and visual symbols.	• Perform forte and piano.	• Understand and use dynamics vocabulary in discussions and performances: Loud (forte), Quiet (piano), Getting louder (crescendo),Getting softer (decrescendo)	• Varying the dynamics for effect in ukulele playing.	• Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).

PROGRESSION in TEXTURE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Recognise the difference in hearing one instrument or lots of instruments being played at once.	• Know that music has layers of sound called texture.	• Know that a graphic score can show a picture of the layers or texture of a piece of music,	• Sing songs in unison. • Recognise the difference between solo and group performances. • Begin to recognise different layers of sound.	• Understand that harmony means playing/singing/hearing 2 notes at the same time which usually sound good together. • Know the difference between a melody and an accompaniment.	• Sing 3-part rounds and partner songs.	• Sing 4-part rounds and partner songs. • Know that combining different instruments and different rhythms when we compose can create layers of sound we call texture.

PROGRESSION in STRUCTURE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Recognise and join in with the chorus of a familiar song.	• Know that a song can have more than one section e.g. a verse and a chorus.	• Know that structure means the organization of sounds within music. • Use graphic scores to show the structure of the music.	• Recognise the main sections of the songs they sing e.g. verses, chorus, introduction.	• Sing songs that work as rounds. • Know that an ostinato is a pattern that repeats. • Sing songs with an ostinato part.	• Recognise and identify the structures used in popular music. • Know that a chord progression is a sequence of chords	• Identify ternary form, verse and chorus form.

					that repeats throughout a song.	

PROGRESSION in NOTATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Know that signals can tell us when to start or stop playing.	• Understand that music can be represented by pictures or symbols. • Follow pictures and symbols to guide singing and playing.	• Know that 'notation' means writing music down so that someone else can play it. • Read and compose using a graphic score to represent sounds. • Read and represent simple rhythms with stick notation including crotchets, quavers, and crotchets rests. • Recognise dot notation and match it to 3-note tunes played on tuned percussion.	• Understand that in staff notation, notes can go on or in between lines, and that the lines show the pitch of the note. • Read, use and understand notation for: Crotchets, Paired quavers, Minims, Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano)	• Read, use and understand notation for: Crotchets, Paired quavers, Minims, Rests, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo)	• Read and interpret ukulele chord boxes to show finger positions for different chords.	• Read, use and understand notation for: Crotchets, Paired quavers, Minims, Rests, Semibreves, Semiquavers, Time signatures 2/4,3/4 and 4/4, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo).

PROGRESSION in COMPOSING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Experimenting with own choice of body percussion to use to move to the beat. • Selecting instruments	• Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments.	• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	• Become more skilled in improvising (in a range ofcontexts) inventing short 'on-the-spot' responses using a limited note-range. • Combine known rhythmic notation	• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and	• Using known ukulele chords, improvise over a simple groove, responding to thebeat, creating a satisfying chordal progression. • Compose new lyrics to fit with existing melody and chords	• Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or

to represent actions and mood.	• Understand the difference between creating a rhythm pattern and a pitch pattern.
	• Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.
			with letter names to create rising and falling phrases using just three notes (do, re and mi).
			• Compose song accompaniments on untuned percussion using known rhythms and note values.
				play these phrases as self-standing compositions.
				• Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
				• Suggest and implement improvements to their own work using musical vocabulary.
				• Capture and record creative ideas using any of:
				  • rhythm notation and time signatures
				  • staff notation
					and accompany themselves on ukulele.
					• Capture and record creative ideas using any of:
					  • ukulele chord boxes
					  • staff notation
					  • technology.
						orchestral instruments. Notate this melody.
						• Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
						• Suggest and demonstrate improvements to own and others' work.

PROGRESSION in LISTENING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Listening to and following a steady beat using body percussion and instruments. • Listening and deciding whether a	• Recognising and understanding the difference between pulse and rhythm. • Listening to and recognising basic changes in tempo (faster/slower); dynamics (louder/quieter) and	• Recognising and naming percussion instruments from their sound. • Recognising structural features in music that they listen to e.g. verse and chorus. • Listening to and	• Listen to and recognise different genres of music e.g. Rock, Classical). • Understanding that music from different parts of the world has different features. • Recognising and explaining the	• Listen to and recognise different genres of music e.g. Samba, Rock and Roll). • Listen and identify gradual changes of dynamics and tempo within a piece of music.	• Identifying the way that features of a song can complement one another to create an overall coherent effect. • To compare two songs in the same style, talking about what stands out musically in	• Comparing, discussing and evaluating music using a detailed musical vocabulary. • Talk about the music you hear and how it makes you feel, using musical language to describe the music. • Listen carefully and

piece of music has a fast, slow or medium tempo. • Listening to sounds and matching them to the object or percussion instrument. • Listening to sounds and identifying high and low pitch. • Listening to and copying back a simple rhythm. • Listening to and singing back simple lyrics. • Listening and responding to music through movement and dance.	pitch (higher/lower). • Describing the character of the music they are listening to. • Listening to and repeating short rhythmic patterns. • Listening and responding to other performers by playing and singing as part of a group. • Listen to and discuss a variety of music taken from the Year 1 Foundation Listening repertoire in the Model Music Curriculum.	repeating short rhythmic patterns and simple melodies. • Listen to and discuss a variety of music taken from the Year 2 Foundation Listening repertoire in the Model Music Curriculum.	changes within a piece of music using musical vocabulary. • Listening to and describing the dynamics, pitch, tempo, and texture of a piece of music. • Listen to and discuss a variety of music taken from the Year 3 Foundation Listening repertoire in the Model Music Curriculum.	• Identifying scaled dynamics (crescendo / decrescendo) within a piece of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Listen to and discuss a variety of music taken from the Year 4 Foundation Listening repertoire in the Model Music Curriculum.	each of them, their similarities and differences. • Listen and discuss a variety of music taken from the Year 5 Foundation Listening repertoire in the Model Music Curriculum.	respectfully to other people's thoughts about the music. • Listen and discuss a variety of music taken from the Year 6 Foundation Listening repertoire in the Model Music Curriculum.
E Legassick March 2023						