



# MUSIC SKILLS PROGRESSION

This skills progression document is taken mainly from the Music Express scheme of work. Our specialist music teacher, Mr Hull, has also written his own schemes of work for some half terms in F2 and Years 3, 5 & 6.

Music lessons in Year 4 are delivered by Mr Hull as part of the Whole Class Ensemble Teaching from the Nottingham Music Service.

Any skills not taught using Music Express are highlighted in yellow and further explained in each year group's document detailing the learning in each half term.

Any skills taught during continuous provision in EYFS are highlighted in green.

End of EYFS Expectations	End of KS1 Expectations	End of KS2 Objectives
<p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<p>Children who are age related will:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Children who are age related will:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>

Term & Genre	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b> Rock 'n' Roll	Beat	Unit 1: Exploring Sounds Unit 2: Beat	Unit 1: Exploring Sounds Unit 2: Beat	Unit 1: Composition Unit 2: Beat	Beat	Performance	Performance
<b>Autumn 2</b> Classical	Pitch	Unit 3: Pitch Unit 4: Exploring Sounds	Unit 3: Exploring Sounds Unit 4: Beat	Unit 3: Exploring Sounds Unit 4: Performance	Structure	Listening	Composition
<b>Spring 1</b> Electronic Dance	Dynamics	Unit 5: Beat Unit 6: Pitch	Unit 5: Pitch Unit 6: Beat	Unit 5: Pitch Unit 6: Beat	Rhythm	Performance	Structure
<b>Spring 2</b> Samba	Pitch	Unit 7: Exploring Sounds Unit 8: Beat	Unit 7: Exploring Sounds Unit 8: Pitch	Unit 7: Pitch Unit 8: Composition	Dynamics	Structure	Performance
<b>Summer 1</b> Folk	Performance	Unit 9: Exploring Sounds Unit 10: Beat	Unit 9: Exploring Sounds Unit 10: Beat	Unit 9: Structure Unit 10: Pitch	Pitch	Beat	Rhythm
<b>Summer 2</b> Pop	Structure	Unit 11: Performance Unit 12: Pitch	Unit 11: Pitch Unit 12: Performance	Unit 11: Structure Unit 12: Performance	Performance	Composition	Appraising / Performance

	N1	N2	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> <li>To enjoy listening to music and rhymes.</li> <li>To join in singing familiar nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>To remember and sing entire familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to sing songs through call and response and use voices expressively (Unit 1).</li> <li>Sing echo songs and perform greeting actions and movements to a steady beat (Unit 1).</li> <li>Sing a song and join in with a chant that gradually gets louder (Unit 2).</li> <li>Perform a rap using high and low vocal and instrumental sounds (Unit 3).</li> <li>Sing songs with high and low notes reinforced with matching hand or body movements (Unit 3)</li> <li>Using voices at different pitches.</li> <li>Learn a chant style song with repeated rhythmic patterns/ostinato.</li> <li>To sing &amp; perform nursery rhymes</li> <li>To join in with whole school singing assemblies.</li> <li>To perform a song in the Christmas Play.</li> <li>To sing the melodic shape of familiar songs.</li> <li>To begin to build up a repertoire of songs.</li> <li>To sing entire songs.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a song with contrasting high and low melodies (Unit 3).</li> <li>Control vocal dynamics, duration and timbre (Unit 4).</li> <li>Combine voices and movement to perform a chant and a song (Unit 1).</li> <li>Use voices to create descriptive sounds (Unit 12).</li> </ul>	<ul style="list-style-type: none"> <li>Chant and sing in two parts while playing a steady beat (Unit 4).</li> <li>Sing with expression, paying attention to the pitch shape of the melody (Unit 8).</li> <li>Understand pitch through singing, movement and note names (Unit 12).</li> <li>Prepare and improve a performance using movement, voice and percussion (Unit 12).</li> </ul>	<ul style="list-style-type: none"> <li>Singing in two-part harmony (Unit 1).</li> <li>Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8).</li> <li>Sing in two parts (two different melodies) with movements and percussion (Unit 9).</li> <li>Perform a round in three parts (Unit 11).</li> </ul>	<ul style="list-style-type: none"> <li>Singing with good tone.</li> <li>Develop singing with multiple sections.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1).</li> <li>Develop techniques of performing rap using texture and rhythm (Unit 4).</li> <li>Rhythmic call and response (Spring 1).</li> <li>Hold a part in a two-part song when others are performing different parts (Spring 1).</li> </ul>	<ul style="list-style-type: none"> <li>Sing and play percussion in a group piece with changes in tempo and dynamics (Year 5 Unit 5).</li> <li>Demonstrate understanding of pitch through singing from simple staff notation (Unit 1).</li> <li>Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1).</li> <li>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4).</li> <li>Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5).</li> <li>Perform complex song rhythms confidently (Unit 6).</li> <li>Change vocal tone to reflect mood and style (Unit 6).</li> <li>Wordsmith singing (Spring 1).</li> </ul>
Playing Instruments	<ul style="list-style-type: none"> <li>To explore different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To move in time to a rhythm.</li> <li>To tap along to a simple beat.</li> </ul>	<ul style="list-style-type: none"> <li>Perform body actions, movements and sounds to a beat which sometimes stays the same and sometimes gets faster (Unit 1).</li> <li>Create and perform actions and play instruments to a steady beat (Unit 1).</li> <li>Perform nonsense songs and accompanying actions (Unit 4).</li> <li>Play soundmakers and instruments to accompany songs (Unit 4).</li> <li>Play various percussion instruments and control the sound.</li> <li>Learn to hold and play a range of percussion instruments to a steady beat.</li> <li>Experience the acoustic guitar up close.</li> <li>Playing tuned percussion instruments using a beater developing pitch and coordination.</li> <li>To experiment with different instruments and their sounds.</li> <li>To create musical patterns using untuned instruments.</li> <li>To follow a musical pattern to play tuned instruments.</li> <li>To move in time to music.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and keep a steady beat using instruments (Unit 2).</li> <li>Explore and control dynamics, duration, timbre with instruments (Unit 4).</li> <li>Play percussion instruments at different speeds (Unit 5).</li> <li>Play and control changes in tempo (Unit 5).</li> <li>Explore sounds on instruments and find different ways to vary their sound (Unit 8).</li> <li>Use instruments to create descriptive sounds (Unit 12).</li> <li>Play fast, slow, loud and quiet sounds on percussion instruments (Unit 9).</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4).</li> <li>Play pitch lines on tuned percussion (Unit 5).</li> <li>Accompany a song with vocal, body percussion and instrumenta ostinati (Unit 8).</li> <li>Use instruments expressively in response to visual stimuli (Unit 12).</li> </ul>	<ul style="list-style-type: none"> <li>Accompany a song with a melodic ostinato on tuned percussion (Unit 1).</li> <li>Perform a pentatonic song with tuned and untuned accompaniment (Unit 5).</li> <li>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6).</li> <li>Understand and use pitch notations (Unit 7).</li> <li>Read simple rhythm notation (Unit 7).</li> <li>Create and perform from a symbol score (Unit 8).</li> <li>Read graphic notation to play a melody on tuned instruments (Unit 10).</li> </ul>	<ul style="list-style-type: none"> <li>Learn basic techniques on the acoustic guitar: <ul style="list-style-type: none"> <li>Produce a sound using thumb.</li> <li>Changing chord (only simple top three string chords C, G, Am and F).</li> <li>Playing position and rest position.</li> <li>Play simple melodies using note in 1<sup>st</sup> position.</li> <li>Fretting notes.</li> </ul> </li> <li>Develop playing techniques: <ul style="list-style-type: none"> <li>Control the sound of the instrument using dynamics.</li> <li>Changing chords using two or three different chords in a sequence.</li> <li>String crossing with fretted notes.</li> </ul> </li> <li>Learn to control basic techniques: <ul style="list-style-type: none"> <li>Produce a consistently clear sound.</li> <li>Fretting two notes on a string using correct fingering.</li> <li>Link several notes together in a scale.</li> <li>Play 5-6 notes.</li> </ul> </li> <li>Follow a conductor to start and stop.</li> <li>Play music in at least three different styles.</li> <li>Copy back simple and syncopated rhythms by ear.</li> <li>Perform to an audience.</li> <li>Play with expression.</li> </ul>	<ul style="list-style-type: none"> <li>Read a melody in staff notation (Unit 3).</li> <li>Play an accompaniment on guitar and tuned percussion (Spring 1).</li> <li>Play a melody on guitar and tuned percussion (Spring 1).</li> <li>Hold a part in an instrumental ensemble when others are performing different parts (Spring 1).</li> <li>Play a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style (Spring 1).</li> <li>Follow a conductor to achieve accurate starts and endings (Spring 1).</li> <li>Hold a part in an instrumental ensemble (Spring 1).</li> </ul>	<ul style="list-style-type: none"> <li>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Year 5 Unit 5).</li> <li>Perform music together in synchronisation with a short movie (Unit 5).</li> <li>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1).</li> <li>Play tuned instrumental parts confidently from graphic scores with note names (Unit 6).</li> </ul>

Improvising/Exploring		<ul style="list-style-type: none"> <li>• Select sounds and movements and use them expressively within a steady beat, following variable speeds (Unit 1).</li> <li>• Explore loud and quiet instrumental sounds (Unit 2).</li> <li>• Explore hand percussion sounds which grow louder and quieter (Unit 2).</li> <li>• Use sound effects, instruments and puppets to retell stories from songs (Unit 4).</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise descriptive music (Unit 4).</li> <li>• Respond to music through movement (Unit 4).</li> <li>• Create a soundscape using instruments (Unit 7).</li> <li>• Explore different sound sources and materials (Unit 7).</li> <li>• Explore sounds on instruments and find different ways to vary their sound (Unit 8).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore timbre and texture to understand how sounds can be descriptive (Unit 3).</li> <li>• Combine sounds to create a musical effect in response to a visual stimulus (Unit 7).</li> <li>• Explore voices to create descriptive musical effects (Unit 7).</li> <li>• Explore different ways to organise music (Unit 10).</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise descriptive music (Unit 4).</li> <li>• Improvise to an ostinato accompaniment (Unit 6).</li> <li>• Explore simple accompaniments using beat and rhythm patterns (Unit 12).</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise simple melodies in time with a backing.</li> <li>• Improvise simple melodies for a specified number of beats.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1).</li> <li>• Learn about jazz scat singing and devise scat sounds (Unit 1).</li> <li>• Play and improvise using the whole tone scale (Unit 2).</li> <li>• Create musical effects using contrasting pitch (Unit 3).</li> <li>• Explore music technology using Garage Band beat sequencer (Summer 2).</li> <li>• Experiment, compose and record a riff/ostinato track to play in time with beat sequencer drum track (Summer 2).</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Year 5 Unit 5).</li> <li>• Learn about and explore techniques used in movie soundtracks (Year 5 Unit 5).</li> <li>• Devise, combine and structure rhythms through dance (Unit 1).</li> <li>• Improvise descriptive music on instruments and other soundmakers (Unit 4).</li> <li>• Use improvised musical phrases to construct solos (Spring 1).</li> </ul>
Composing		<ul style="list-style-type: none"> <li>• Move, sing and perform actions at speeds which illustrate moods and emotions (Unit 1).</li> <li>• Compose music using voices, body percussion, instruments and sound sources (Unit 2).</li> <li>• Make up nonsense words and silly sounds to accompany songs and chants (Unit 4).</li> <li>• Create new actions and verses to a song.</li> <li>• To create musical patterns using body percussion.</li> <li>• To create own compositions using tuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Invent and perform new rhythm to a steady beat (Unit 10).</li> <li>• Create, play and combine simple word rhythms (Unit 11).</li> <li>• Create a picture in sound (Unit 12).</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music to illustrate a story (Unit 9).</li> <li>• Perform and create simple three-and four-beat rhythms using a simple score (Unit 10).</li> </ul>	<ul style="list-style-type: none"> <li>• Select descriptive sounds to accompany a poem (Unit 1).</li> <li>• Choose different timbres to make an accompaniment (Unit 1).</li> <li>• Make choices about musical structure (Unit 2).</li> <li>• Create and perform from a symbol score (Unit 8).</li> <li>• Arrange an accompaniment with attention to balance and musical effect (Unit 11).</li> <li>• Use a score and combine sounds to create different musical textures (Unit 12).</li> </ul>	<ul style="list-style-type: none"> <li>• Create a simple one or two bar riff using words or rhythms.</li> <li>• Create melodic ideas for a structured group composition.</li> <li>• Use basic compositional technique, identified from an existing piece by a great composer or musician.</li> <li>• Know how music ICT can be used to manipulate recorded sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a structure for a vocal piece and create graphic scores (Unit 3).</li> <li>• Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3).</li> <li>• Create various drumbeats using percussion (Summer 2).</li> <li>• Create and record a single looped drum track using beat sequencer (Summer 2).</li> <li>• Make a three-track recording using different instruments from Garage Band (Summer 2).</li> <li>• Learn to adjust track settings, volume, pan, EQ and effects (Summer 2).</li> </ul>	<ul style="list-style-type: none"> <li>• Use the musical dimensions to create and perform music for a movie (Year 5 Unit 5).</li> <li>• Evaluate and refine compositions with reference to the inter-related dimensions of music (Year 5 Unit 5).</li> <li>• Create sounds for a movie, following a timesheet (Year 5 Unit 5).</li> <li>• Revise, rehearse and develop music for performance, with reference to the inter-related dimensions of music (Unit 3).</li> <li>• Compose programme music from a visual stimulus (Unit 5).</li> <li>• Use Garage Band to create a two or three track multi recording (beat &amp; riff/ostinato) (Spring 1).</li> <li>• Create a composition using rhythmic, harmonic and melodic loops (Spring 1).</li> <li>• Create the rhythmic and harmonic foundation of a composition using drums and strings (Spring 1).</li> <li>• Create three contrasting keyboard melodies (Spring 1).</li> <li>• Create and record lyrics on a chosen theme (Spring 1).</li> </ul>

Listening		<ul style="list-style-type: none"> <li>Listen to sounds and respond with quiet and loud vocal effects (Unit 2).</li> <li>Listen to identify various sounds.</li> <li>Listen to identify when vocal effects are to be added to story.</li> <li>To pitch match.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and respond to changes in tempo in music (Unit 2).</li> <li>Identify changes in pitch and respond to them with movement (Unit 6).</li> <li>Understand how music can tell a story (Unit 9).</li> <li>Understand musical structure by listening and responding through movement (Unit 12).</li> </ul>	<ul style="list-style-type: none"> <li>Match descriptive sounds to images (Unit 3).</li> <li>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4).</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and learn about Hindustani classical music (Unit 3).</li> <li>Learn how sounds are produced and how instruments are classified (Unit 3).</li> <li>Listen to and learn about traditional Chinese music (Unit 5).</li> <li>Listen to and learn about medieval antiphon (Unit 7).</li> <li>Listen to, learn about, play and dance to Tudor dance music (Unit 7).</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and recall simple rhythms including simple articulations.</li> <li>Listen attentively and recognise some key features of music from different traditions such as time, place and cultural tradition.</li> <li>Clap or play rhythms from staff notation.</li> <li>Understand the concept of sharp, flat and natural.</li> <li>Listen attentively and use aural memory to identify details.</li> </ul>	<ul style="list-style-type: none"> <li>Hear and understand the features of the whole tone scale (Unit 2).</li> <li>Listen to and learn about modern classical/ avant garde music (20<sup>th</sup> century) (Unit 2).</li> <li>Learn about the music of an early Baroque opera (Unit 3).</li> <li>Listen to a classical orchestral piece (Spring 1).</li> <li>Listen to digitally made music (Summer 2).</li> <li>Listen to hear how effects can change an overall piece in Garage Band (Summer 2).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the effect of music in movies (Year 5 Unit 5).</li> <li>Follow and interpret a complex graphic score for four instruments (Unit 3).</li> <li>Experience and understand the effect of changing harmony (Unit 6).</li> <li>Listen to and understand modulation in a musical bridge (Unit 6).</li> </ul>
Appraising		<ul style="list-style-type: none"> <li>Respond in movement to loud and quiet drumming (Unit 2).</li> <li>Understand structure and sequence in music.</li> <li>Identify instruments by sound.</li> <li>Respond to changes in dynamics and tempo through dance.</li> <li>To talk about whether the like or dislike a piece of music.</li> <li>To associate genres of music with characters and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a sequence of sounds (structure) in a piece of music (Unit 4).</li> <li>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6).</li> <li>Identify metre by recognising its pattern (Unit 8).</li> <li>Identify a repeated rhythm pattern (Unit 10).</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways of producing sounds (shake, strike, pluck) (Unit 3).</li> <li>Identify rising and falling pitch (Unit 8).</li> <li>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9).</li> <li>Use simple musical vocabulary to describe music (Unit 12).</li> <li>Listen, describe and respond to contemporary orchestral music (Unit 12).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the metre in a piece of music (Unit 6).</li> <li>Recognise rhythm patterns in staff notation (Unit 6).</li> <li>Recognise pitch shapes (Unit 10).</li> </ul>	<ul style="list-style-type: none"> <li>Aurally identify a range of musical instruments.</li> <li>Identify two/three pitches on the stave.</li> <li>Read simple rhythms; different permutations of crotchets, minims and semibreves.</li> <li>Learn to arrange pieces into a structure.</li> <li>Recognise rhythms and identify which rhythm from a choice is being played.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast two pieces of 9<sup>th</sup> century Romantic music (Unit 3).</li> <li>Identify style and instruments in a classical orchestral piece (Spring 1).</li> <li>Following rhythmic notation (Spring 1).</li> <li>Understand 5-line stave as a way of representing pitch (Spring 1).</li> <li>Link sound with symbol for rises and falls of pitch with note position on the stave (Spring 1).</li> <li>Identify how to improve own performing (Spring 1).</li> <li>Develop understanding of the history of recorded sound (Summer 2).</li> <li>Understand multi track recording and analyse (Summer 2).</li> </ul>	<ul style="list-style-type: none"> <li>Identify changes in tempo and their effects (Year 5 Unit 5).</li> <li>Evaluate and refine compositions with reference to inter-related dimensions of music (Year 5 Unit 5).</li> <li>Revise, rehearse and develop music for performance, with reference to the inter-related dimensions of music (Unit 3).</li> <li>Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5).</li> </ul>