

LADY BANKES PRIMARY SCHOOL
MUSIC CURRICULUM SKILLS PROGRESSION



	EYFS		Key Stage 1		Key Stage Two			
Pupils should be taught to:	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and appreciation	Listen to and learn rhymes and say which is their favourite. Move spontaneously to music.	Listen to and learn a wide variety of rhymes and say which is their favourite and why. Move spontaneously to music and begin to say how the music makes them feel.	Listen to a wide range of music from different cultures including live music. Move spontaneously to the music describing how it makes them feel. Begin to explain why they like a piece of music. Describe music with some reference to	Listen to a wide range of music from different cultures including live music. Move spontaneously to the music describing how it makes them feel. Begin to explain why they like a piece of music and contrast it	Listen to music from various styles, cultures and periods in time. Recognise and pick out instruments heard and what the importance of the conductor is. Describe and give opinions and feelings of music heard using some	Recognise the family groups in the Orchestra (woodwind, brass, percussion, string) and the importance of the conductor. Listen to music from various styles, cultures and periods in time. Describe and give opinions and feelings of music heard using some	Identify instrument groups performing and their role within the music (playing the melody/accompaniment) Describe and give opinions of music heard with use of musical terminology from Musical Elements for year group. Begin identifying music by genre (jazz, blues, rock, pop, classical, gospel etc.) and	Identify instrument groups performing and their role within the music (playing the melody/accompaniment) Describe and give opinions of music heard with reasons using musical terminology from Musical Elements for year group. Relate music to a characteristic and explain how the composer/writer has created that feeling eg Calm by using soft dynamics, legato melody, thinner texture etc. Identify music by genre (jazz, blues, rock, pop, classical, gospel etc) and compare pieces to each other. Compare

LADY BANKES PRIMARY SCHOOL
MUSIC CURRICULUM SKILLS PROGRESSION

			the musical terminology listed in Musical Elements.	with another piece of music Describe music with reference to the musical terminology listed in Musical Elements.	musical vocabulary. Describe music according to certain features from year groups Musical Elements list as a guide eg: (loud/quiet, fast/slow, instrumentation Begin to reflect on their own performance, what they did well and how to improve.	musical vocabulary. Describe music according to certain features using terms from year groups Musical Elements as a guide. Begin to give guided structured feedback to others on their performance, what they did well and how to improve.	compare pieces to each other Discuss ways to improve peer performances/compositions using musical terminology from musical elements as a guide. Compare music to other pieces looking at similarities and differences.	music of similar style and how they are similar and different to each other. Discuss ways to improve peer performances/compositions using musical terminology from Musical Elements as a guide.
Improvising and composing	Use percussion instruments within a play setting	Use percussion instruments and relate sounds to specific stories and moods	Begin to improvise simple vocal chants using question and answer phrases. Identify different	Improvise simple vocal chants using question and answer phrases Recognise different ways sounds	Extend to question-and-answer phrases. Individually (solo) copy stepwise melodic phrases with	Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.	Extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence.

LADY BANKES PRIMARY SCHOOL
MUSIC CURRICULUM SKILLS PROGRESSION



			<p>sounds and use sounds expressively in response to a stimulus. To play instruments using a given non- standard music score and begin to create their own score to perform from.</p>	<p>are made and how they can be used expressively to create music. To play instruments using a given non- standard music score and create their own score to perform from.</p>	<p>accuracy at different speeds; allegro and adagio, fast and slow. Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole- class/group/ individual/ instrumental teaching) Compose in response to different stimuli, e.g. stories, verse, images (paintings and</p>	<p>smooth (legato) and detached (staccato). 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 play these phrases as self-standing compositions. Explore developing knowledge of musical components by composing music to create a specific mood. Capture and record creative</p>	<p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. Working in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific</p>	<p>Extend improvised melodies beyond 8 beats over a fixed groove, 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) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Enhance with rhythmic or chordal accompaniment. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>
--	--	--	---	--	--	--	---	---

LADY BANKES PRIMARY SCHOOL
MUSIC CURRICULUM SKILLS PROGRESSION



					photographs) and musical sources. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes	ideas using any of: o graphic symbols o rhythm notation and time signatures o staff notation o technology.	atmosphere, mood or environment. Capture and record creative ideas using any of: o graphic symbols o rhythm notation and time signatures o staff notation o technology.	
Performing	Learn nursery rhymes to perform to peers. Use percussion instruments within a play setting loudly and quietly.	Confidently sing a range of simple songs including nursery rhymes. Use percussion instruments and relate sounds to specific stories and moods.	Beginning to sing in Rounds/call and response. To play instruments using a given non- standard music score.	Singing more complex Rounds with more parts/call and response. To play instruments with increased control using a given non- standard music score	Sing a widening range of unison songs of varying styles and structures tunefully and with expression. Perform forte and piano, loud and soft. Walk, move or clap a steady beat with others,	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	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. Sing three-part rounds, partner songs, and songs with a verse and a chorus.	Sing a broad range of songs, including those that involve syncopated rhythms 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 i.e. no longer in discrete parts - in order to develop greater listening skills, balance

LADY BANKES PRIMARY SCHOOL
MUSIC CURRICULUM SKILLS PROGRESSION



					<p>changing the speed of the beat as the tempo of the music changes. Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C-E) as a whole class or in small groups.</p>	<p>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. Develop fundamental skills of a selected musical instrument over a sustained learning period. 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.</p>	<p>Play melodies on tuned percussion, melodic instruments following staff notation written on one staff and using notes within the Middle C-C'/do-range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Perform simple, chordal accompaniments to familiar songs. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Further understand the differences between</p>	<p>between parts and vocal independence. Play a melody following staff notation written on one staff and using notes within an octave range. Make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp) to improve performance. Accompany this same melody, and others, using block chords or a bass line. Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
--	--	--	--	--	---	--	--	--

LADY BANKES PRIMARY SCHOOL
MUSIC CURRICULUM SKILLS PROGRESSION



						<p>Follow simple notation using instruments played in whole class teaching. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>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 perform pitch notation within an octave (e.g. C-C'/do-do). Continue to develop reflection on performances creating own targets for future performances.</p>	
Musical Elements	Terminology: Loud/quiet	Copying rhythms Terminology : Loud/quiet/high/low	Terminology: Pulse/fast/slow/high/low/ Dynamics/ loud/quiet/ long/ short Recognising the pulse.	Terminology: Pulse/change of pulse/getting faster/getting slower/fast/slow/high/low/ Dynamics /loud/quiet/	Terminology: Dynamics/ loud (forte)/ quiet(piano)/ getting louder/getting quieter/unison / layered/solo/	Terminology: Pulse/change of pulse/getting faster (accelerando)/ getting slower (rallentando)/ fast/slow/high/low/	Terminology: Beginning to apply and use musical terminology. All previous terminology plus: simple time/sharps and flats/verse and chorus form/music with multiple	Terminology: Applying terminology with increasing confidence from all Key Stages. All previous terminology plus: Simple time and compound time/ternary form/triads/chord progressions/

LADY BANKES PRIMARY SCHOOL
MUSIC CURRICULUM SKILLS PROGRESSION

Copying short simple rhythms

long/short
To recognise the difference between Pulse and rhythm.
Copying and creating simple rhythms

drone/call and response/
question phrase/answer phrase/
Echo/ostinato /
high/low/
rising/falling/
downbeats,
fast (allegro)/
slow
(adagio)/
pulse/beat/
crotchets/
quavers/
minims

crotchets/minims/
quavers/
crotchet rest/
Bar/metre/
major and minor
tonality/rounds
and partner songs/
repetition/contrast/duet/melody and
accompaniment /getting louder (crescendo)/
getting softer (decrescendo)/
legato (smooth)/
staccato (detached)/

sections/wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)/crotchets/minims/quavers/
crotchet rest/semibreves/
semiquavers