



## Park Grove Primary Academy: National Curriculum Skill Progression in Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing - Singing	Pupils should be taught to: ☑ use their voices expressively and creatively by singing songs and speaking chants and rhymes		Pupils should be taught to: ☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			
Examples	<i>Use their voices confidently to create sound effects</i> <i>Explore different types of voices</i> <i>Sing songs in different ways and discuss the effect</i> <i>Chant words expressively using known songs and rhymes</i> <i>Chant and clap in time with a steady pulse</i> <i>Sing songs while maintaining a steady beat: tapping/walking</i> <i>Sing songs at different speeds</i> <i>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods</i> <i>Use the 'thinking voice' - ie sing the words in their head</i> <i>Play singing games in which children sing phrases alone</i> <i>Sing songs expressively increasingly in tune within a limited pitch</i> <i>Recognise phrase lengths and know when to breathe with an attention to posture</i> <i>Use movements to show phrases</i> <i>Perform each phrase in a different way</i>		<i>Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch)</i> <i>Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing</i> <i>Play singing games and clapping games</i> <i>Sing words/phrases of a song in their heads (thinking voice)</i> <i>Sing with expression</i> <i>Sing/play appropriate material confidently and fluently</i> <i>Make improvements to singing - rehearse together to achieve objectives</i> <i>Use graphic notation to illustrate the shape and formation of melodies</i>		<i>Create different vocal effects when singing and rapping</i> <i>Sing songs in unison and two parts</i> <i>Maintain their own part when singing songs written in two parts</i> <i>Sing songs written in different metres - tap the pulse on the strong beats</i> <i>Sing/play with increased control, expression, fluency and confidence</i> <i>Sing with clear diction, a sense of phrase and musical expression</i> <i>Control breathing, posture and sound projection. Breathe in agreed places to identify phrases.</i> <i>Recognise structures in known songs (identify repeated phrases)</i> <i>Sing a round in two parts - identify the melodic phrases and how they fit together</i> <i>Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies</i>	



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Performing – Playing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☑ play tuned and un-tuned instruments musically</li> </ul>	<p>Pupils should be taught to:</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> </ul>	
Examples	<p><i>Describe, name and group a variety of instruments</i>  <i>Play instruments or use body percussion in different ways to create sound effects and follow directions to ‘perform’ a story together</i>  <i>Handle and play a variety of tuned and un-tuned instruments with control</i>  <i>Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands</i>  <i>Add an instrument to play on the beat and one to play with the rhythm</i>  <i>The children mark the pulse of a song with stamps/claps</i>  <i>Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting</i>  <i>Count with a steady pulse</i>  <i>Contribute ideas and control sounds as part of a class composition and performance</i>  <i>Evaluate own music and that of others</i>  <i>Discuss what was good</i>  <i>Suggest how it might be improved</i>  <i>Perform long and short sounds in response to symbols</i></p>	<p><i>Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch)</i>  <i>Select instruments and create sounds to describe visual images</i>  <i>Keep in time with a steady pulse when playing instruments</i>  <i>Perform a repeated pattern to a steady pulse</i>  <i>Maintain own part with awareness of how the different parts fit together to achieve an overall effect</i>  <i>Play new pieces by ear and from simple notations</i>  <i>Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it</i>  <i>Contribute to a class performance</i>  <i>Rehearse together to achieve objectives</i>  <i>Suggest Ideas and preparations for performances</i></p>	<p><i>Play instruments with control and rhythmic accuracy</i>  <i>Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING</i>  <i>Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part</i>  <i>Play simple chords in sequence</i>  <i>Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment</i>  <i>Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats</i>  <i>Perform significant parts from memory and from notations</i>  <i>Rehearse with others and help achieve a high quality performance showing an awareness of the audience</i>  <i>Refine and improve their own and others' work in relation to the intended effect</i>  <i>Perform with awareness of audience, venue and occasion</i></p>



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Improving and Experimenting	Pupils should be taught to: <input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music	Pupils should be taught to: <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Examples</p>	<p><i>Explore different sounds using body percussion</i>  <i>Make various sound effects to describe selected/ thematic words</i>  <i>Suggest which instruments would make a particular sound</i>  <i>Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas</i>  <i>Make own short sequence of sounds using symbols as a support</i>  <i>Make sounds and recognise how they can communicate ideas</i>  <i>Create and choose sounds in response to stimulus e.g. night-time, the seaside etc.</i>  <i>Suggest instruments that make sounds like those described by the selected words and create sound pictures</i>  <i>Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support</i>  <i>Create a sound story</i>  <i>Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound</i>  <i>Identify the pulse and explore getting faster and slower</i>  <i>Experiment with different timbres (sound qualities)</i>  <i>Explore the concepts: loud/quiet, high/low, fast/slow</i>  <i>Explore the effect of silence</i>  <i>Experiment and change sounds</i>  <i>Make instruction flash cards showing selected words or symbols and hold up to play from to help children remember the different sections of a composition</i>  <i>Experiment to improve the intended effect</i></p>	<p><i>Recognise and explore the ways sounds can be combined and used expressively</i>  <i>Identify how songs are structured and accompanied</i>  <i>Express song meanings/lyrics using voices or instruments</i>  <i>Identify and control different ways instruments make sounds</i>  <i>Explore repeated patterns in music/art/dance</i>  <i>Create repeated patterns and combine several layers of sound with awareness of the combined effect</i></p>	<p><i>Develop musical imagination through experimenting, improvising and adapting sounds</i>  <i>Explore different textures of un-tuned sounds</i>  <i>Explore the relationship between sounds</i>  <i>Explore different combinations of vocal sounds</i>  <i>Devise more complex rhythmic patterns using semi-quavers and rests</i>  <i>Improvise rhythmic patterns over a steady pulse with confidence</i>  <i>Fit different rhythmic patterns together and maintain own part with awareness of the pulse</i></p>
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Composing		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☑ improvise and compose music for a range of purposes using the inter-related dimension 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> </ul>		
Examples		<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Combine sounds to create textures</i></p> <p><i>Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements-actions</i></p> <p><i>Compose sequences using notated rhythms</i></p> <p><i>Join sequences together to create structures of rhythmic, descriptive or dance patterns</i></p> <p><i>Select and sequence pitches (limited range) to create melodic phrases</i></p> <p><i>Add words to melodic phrases to create a class/group song</i></p> <p><i>Compose music in pairs - and small groups</i></p> <p><i>Explore, choose, combine, organise and record musical ideas within musical structures</i></p> <p><i>Use a variety of notations including 'graphic score' - picto-grams etc.</i></p> <p><i>Develop an ability to represent sounds and symbols in movement/words/with instruments</i></p> <p><i>Use staff notation as a support</i></p> <p><i>Look at the music and follow each part</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Create textures by combining sounds</i></p> <p><i>Compose music to describe images</i></p> <p><i>Create music that describes two contrasting moods</i></p> <p><i>Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by...(topic)</i></p> <p><i>Develop more complex rhythmic ideas</i></p> <p><i>Devise rhythmic, melodic and harmonic accompaniments</i></p> <p><i>Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects</i></p> <p><i>Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures)</i></p> <p><i>Use standard and additional methods of notation as appropriate across a range of different contexts.</i></p> <p><i>Be aware of some of the basic major scales</i></p> <p><i>Play from pitched notation (read music)</i></p> <p><i>Show understanding of how music is produced in different ways and described through relevant established and invented notations</i></p> </td> </tr> </table>	<p><i>Combine sounds to create textures</i></p> <p><i>Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements-actions</i></p> <p><i>Compose sequences using notated rhythms</i></p> <p><i>Join sequences together to create structures of rhythmic, descriptive or dance patterns</i></p> <p><i>Select and sequence pitches (limited range) to create melodic phrases</i></p> <p><i>Add words to melodic phrases to create a class/group song</i></p> <p><i>Compose music in pairs - and small groups</i></p> <p><i>Explore, choose, combine, organise and record musical ideas within musical structures</i></p> <p><i>Use a variety of notations including 'graphic score' - picto-grams etc.</i></p> <p><i>Develop an ability to represent sounds and symbols in movement/words/with instruments</i></p> <p><i>Use staff notation as a support</i></p> <p><i>Look at the music and follow each part</i></p>	<p><i>Create textures by combining sounds</i></p> <p><i>Compose music to describe images</i></p> <p><i>Create music that describes two contrasting moods</i></p> <p><i>Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by...(topic)</i></p> <p><i>Develop more complex rhythmic ideas</i></p> <p><i>Devise rhythmic, melodic and harmonic accompaniments</i></p> <p><i>Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects</i></p> <p><i>Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures)</i></p> <p><i>Use standard and additional methods of notation as appropriate across a range of different contexts.</i></p> <p><i>Be aware of some of the basic major scales</i></p> <p><i>Play from pitched notation (read music)</i></p> <p><i>Show understanding of how music is produced in different ways and described through relevant established and invented notations</i></p>
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Listening and developing knowledge and understanding	Pupils should be taught to: <input type="checkbox"/> listen with concentration and understanding to a range of high quality live and recorded music	Pupils should be taught to: <input type="checkbox"/> appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians <input type="checkbox"/> develop an understanding of the history of music
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Examples</p>	<p><i>Listen to short excerpts of music from a variety of styles, genres and traditions</i></p> <p><i>Identify a variety of instruments that can be heard and describe sounds</i></p> <p><i>Identify the pulse in different pieces of music</i></p> <p><i>Tap knees in time with 'steady beat' music</i></p> <p><i>Listen to different sounds in the environment</i></p> <p><i>Recall short sequences / patterns of sounds</i></p> <p><i>Sing a familiar song, identify then tap the rhythm of the words</i></p> <p><i>Sing back melodic phrases from known songs</i></p> <p><i>Listen to pieces of music that describe e.g. The Sea/ Fireworks etc</i></p> <p><i>Describe different images created by music</i></p> <p><i>Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects...</i></p> <p><i>Listen to a selection of music that has long (often slow) and short (often fast) sounds</i></p> <p><i>Recognise long and short sounds and make longer and shorter sounds with their voices</i></p> <p><i>Recall and perform rhythmic patterns to a steady pulse</i></p> <p><i>Use instruments to copy back 4-beat rhythm patterns</i></p> <p><i>Introduce the Xylophone or metallophone</i></p> <p><i>Play 'High-middle-low': prepare two chime bars an octave apart, Introduce the middle note, G</i></p> <p><i>Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments</i></p> <p><i>Use movement and dance to reinforce the enjoyment of music and the sense of pulse</i></p> <p><i>Respond to long and short sounds through movement - match actions to long and short sounds</i></p> <p><i>Talk about high and low sounds in the environment and everyday life and imitate them with voices</i></p> <p><i>Use hand position to reinforce high, middle, low</i></p> <p><i>Sing back melodic phrases from known songs</i></p>	<p><i>Listen with attention to detail and internalize and recall sounds with increasing aural memory</i></p> <p><i>Learn new songs quickly; sing from memory</i></p> <p><i>Identify rhythmic patterns, instruments and repetitions of sound/pattern</i></p> <p><i>Internalise short melodies and play these on pitched instruments (play by ear)</i></p> <p><i>Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/natural, synthesised</i></p> <p><i>Explain how sounds can create different intended effects</i></p> <p><i>Recognise how the different musical elements are combined and used expressively</i></p> <p><i>Identify descriptive features in art and music</i></p> <p><i>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</i></p> <p><i>Evaluate how venue, occasion and purpose affects the way music is created performed and heard</i></p> <p><i>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary</i></p> <p><i>Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</i></p>	<p><i>Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...)</i></p> <p><i>Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods</i></p> <p><i>Recognise different tempi – speeds of music</i></p> <p><i>Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat</i></p> <p><i>Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed-concord</i></p> <p><i>Appraise own work by comparing/contrasting with work of others</i></p> <p><i>Improve performance through listening, internalising and analysing</i></p> <p><i>Listen with concentration and some engagement to longer pieces of instrumental and vocal music</i></p> <p><i>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</i></p> <p><i>Identify how music reflects different intentions</i></p> <p><i>Identify how music reflects time and place</i></p> <p><i>Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.</i></p> <p><i>Identify and explore musical device</i></p> <p><i>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo, timbre, lyrics</i></p> <p><i>Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</i></p>
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	<i>Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response</i>		
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