

Music skills progression document 2024

<u>National curriculum</u>		
<u>EYFS</u>	<u>KS1</u>	<u>KS2</u>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.

<u>Year</u>	<u>Unit title</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Vocabulary</u>
N	Singing	Singing routine songs and a selection of nursery rhymes/carols with increasing confidence as they become more and more familiar	Remember a range of songs.	nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.
	Listening	Moving to music to reflect fast/slow tempo Recognising clear contrast in elements of music e.g. wide pitch shifts	Understand that music moves in different tempos.	
	Playing instruments	Exploring how sounds can be made through different instruments and sound-makers Performing a pulse at different tempos	Know how to produce sounds on an instrument.	
	Composition	Sequencing sounds to produce musical ideas, motifs or repeated		

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		patterns		
	Notation	Sequencing objects (e.g. boomwhackers) to produce sounds		
R	Singing	Singing a variety of songs, rhymes and simple stories. Exploring vocal timbre Reflect clear changes in pitch (e.g. over an interval minor 3rd or greater)		nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.
	Listening	Moving and using gestures, body percussion or singing to reflect clear changes in a single element of music	Understands whether a piece of music has a fast, moderate or slow tempo. Understand that different instruments make different sounds and group them accordingly.	
	Playing instruments	Exploring a variety of pitched and unpitched percussion instruments Repeating simple rhythms (ostinato)		
	Composition	Varying the elements of music to produce new versions of familiar songs and rhymes Making up or extending simple songs and rhymes Sequencing sounds (with pictorial representation) to produce musical ideas, motifs or repeated patterns	Select appropriate instruments to represent action and mood.	
	Notation	Sequencing objects (e.g. boomwhackers) to produce sounds		
1	Autumn 1 Music theory with keyboards	Can clap to the beat of songs at different tempos. Can clap a rhythm following rhythmic notation.	Know what instrument families are. Can explain what a rhythm is. Know the note lengths of a crotchet, quaver and minim. Know what 'pitch' means.	Instrument, Pitch, Timbre, Orchestra, Big Band, Melody, Rhythm, Beat, Composer, Call and Response, Musical Ear, Crotchet, Minim, Quaver
	Autumn 2 Singing	Can sing response phrases in a call and response style.	Know how to correctly warm up and cool down their voices. Understand the importance of correct breathing. Can explain why posture is important in singing Can explain what diction means.	Breathing, Diaphragm, Posture, Diction, Call and Response, Scales, Movement, Pitch

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			Can explain what call and response is. Know what a scale is.	
	Spring 1 Songwriting with glockenspiels	Know how to replicate natural sounds using body percussion.	Know what a soundscape is. Know what body percussion is. Can explain what a beat is.	Soundscape, Melody, Word board, Rhyme, Structure, Repetition, Percussion, Instrumental, Lyrics, Theme, Glockenspiel, Rewriting.
	Spring 2 Percussion instruments	Can count crotchets and quavers. Can use their voice and instrument to create soundscapes.	Can define the words tempo and dynamics. Can define a percussion instrument.	Percussion, rhythm, dynamics, tempo, loud, quiet, fast, slow, soundscape
	Summer 1 Keyboards	Can play the notes C, D and E on their keyboard. Can find the notes C, D and E on a staff.	Know the difference between crotchets, minims and semibreves. Know the difference between a treble and a bass clef.	Rhythm, Crotchet, Minim, Semibreve, Popular Music, Composition, Confidence, Melody, Practice, Musician, Duet
	Summer 2 Boomwhackers	Can play simple rhythms in unison with the class. Can play a C scale using solfège. Can hear the different pitches of each colour Boomwhacker.	Know how to make a sound with a Boomwhacker.	Boomwhacker, Octavator, Pitch, Melody, Chords, Solfège, Notation, Roll Twelve-bar Blues.
2	Autumn 1 Music theory with keyboards	Can clap beats made of crotchets and minims. Can use semibreves and minims to compose a piece of music. Can improvise a solo to a specific genre. Can write and perform a rap with rhyming verses	Know the definition of "genre". Know the difference between some genres of music based on their key characteristics. Know the difference between an original score, and an alternative Jazz version.	Funk, Rock, Hip-Hop, Dance and Electronic, Jazz, Genre, Composition, Improvisation, Rhythm, Soundtrack
	Autumn 2 Singing	Can aurally identify high and low-pitched notes. Can sing songs at the correct pitch. Can perform dynamics by following hand gestures.	Know what pitch is. Understand what dynamics are. Can explain the keywords crescendo and diminuendo Can explain what tempo is.	Breathing, Diaphragm, Posture, Diction, Call and Response, Scales, Movement, Pitch.

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	Spring 1 Songwriting with glockenspiels	<p>Can come up with simple lyrics.</p> <p>Can think of words that rhyme.</p> <p>Can create short melodies using a Glockenspiel.</p> <p>Can recall words and ideas about a theme.</p> <p>Know what a melody is.</p> <p>Can write musical ideas based off of non-musical ideas.</p>	<p>Know what a word board is.</p> <p>Know what a melody is.</p> <p>Understand that songwriters sometimes borrow parts of other songs.</p>	Melody, Word board, Rhyme, Structure, Repetition, Genre, Instrumental, Lyrics, Theme, Compositions, Graphic Score, Evaluation
	Spring 2 Percussion instruments	<p>Can count and play minims.</p> <p>Can follow the conductor's instructions whilst playing.</p> <p>Can recognise and count a crotchet rest.</p> <p>Can conduct the class themselves using hand signals.</p>	Understand the terms rhythm and tempo	Percussion, rhythm, dynamics, tempo, loud, quiet, fast, slow, soundscape
	Summer 1 Keyboards	<p>Can play a piece of music using both hands.</p> <p>Can improvise using at least three notes on their keyboard.</p> <p>Can play notes for the correct number of beat counts.</p> <p>Can play a piece of music while keeping a steady pulse.</p>	<p>Know the difference between crotchets, minims and semibreves.</p> <p>Know the difference between a treble and a bass clef.</p>	Rhythm, Crotchet, Minim, Semibreve, Popular Music, Composition, Confidence, Melody, Practice, Musician, Duet
	Summer 2 Boomwhackers	<p>Can play a beginner song by reading a colour chart.</p> <p>Can play a song from start to finish in small groups.</p> <p>Can adjust their grip accordingly to produce a clear tone.</p> <p>Can play two Boomwhackers at the same time while producing a clear tone in both.</p>	Know how to make a sound with a Boomwhacker.	Boomwhacker, Octavator, Pitch, Melody, Chords, Solfège, Notation, Roll, Twelve-bar Blues.
3	Autumn 1 Music theory with keyboards	<p>Can play a C major scale.</p> <p>Can identify a quaver, crotchet and minim.</p> <p>Can perform simple rhythms following rhythmic notation.</p> <p>Can compose short melodies using a pre-chosen set of notes.</p>	<p>Know where C, D and E are on the treble clef stave.</p> <p>Understand what stepwise movement is.</p> <p>Can explain what dynamics and tempo are.</p>	Chords, Scale, Root note, Octave, Dexterity, Notation, Hook, Melody, Major, Minor, Treble Clef, Tones, Semitones, Unison, Crotchet, Quaver, Minim, BPM, Metronome, Stepwise motion

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	Autumn 2 Singing	Can sing songs on pitch. Can sing examples of both bad and good diction.	Can explain what pitch matching is. Know how good posture can improve singing. Understand why breathing in the right place is important while singing. Understand what diction is. Can explain what characterisation is.	Warm-up, Vocal cords, Cool down, Pitch, Pitch match, Dynamics, Phrasing, Diction, Characterisation.
	Spring 1 Songwriting with glockenspiels	Can create a soundscape.	Know the difference between a singer and a songwriter. Can explain what plagiarism is. Can explain what a melody is.	Soundscape, Melody, Word board, Structure, Repetition, Percussion, Instrumental, Lyrics, Theme, Unison, Harmony, Call and Response, Question and Answer, Chorus, Verse.
	Spring 2 Samba drumming	Can perform basic rhythms on each Samba instrument. Can play the intro break and groove on multiple instruments. Can follow the conductor to play Samba music with confidence.	Can explain the origins of Samba music.	Bateria, Rhythm, Samba, Brazil, Portuguese, Olá, Começar, Pare, Surdo, Agogo, Repinique, Tambourim, Beater, Break, Groove, Conductor.
	Summer 1 Keyboards	Can find and play a C, D and E notes with their right hand. Can play from C to G with their left hand. Can play a piece of music while keeping a steady pulse.	Know where the time signature is placed on a piece of notated music.	Clef, Stave, Crotchet, Minim, Semibreve, Treble, Bass, Compose, Tempo, Dynamics, Drone, Melody, Time Signature, Tempo
	Summer 2 Boomwhackers	Know how to produce a clear sound from a Boomwhacker. Can perform comfortably in a whole class performance. Can change the octave of their Boomwhacker using an octavator.	Can recognise notes by the colour of the Boomwhacker.	Boomwhackers, Pitch, Solfège, Rhythm, Notation, Stave, Quavers, Crotchet, Minims, Octavator, Octaves, Two-part harmony, Melody.
	Summer 2 Boomwhackers	Know how to produce a clear sound from a Boomwhacker. Can perform comfortably in a whole class performance. Can change the octave of their Boomwhacker using an octavator.	Can recognise notes by the colour of the Boomwhacker.	Boomwhackers, Pitch, Solfège, Rhythm, Notation, Stave, Quavers, Crotchet, Minims, Octavator, Octaves, Two-part harmony, Melody.
4	Autumn 1 Music theory with keyboards	Can improvise using the notes of a C major scale. Can perform rhythms containing quavers, crotchets, minims and rests. Can create their own rhythms and perform them accurately.	Know where C, D, E, F and G are on the treble clef stave. Understand what a pentatonic scale is. Can explain the difference between major and minor keys. Can aurally identify major and minor scales.	Improvise, Rhythm, Beat, Scales, Pentatonic, Major, Minor, Tempo, Dynamics, Articulation, Chords, Stave, Expression, Motown, Soul, Stave Notation, Legato, Staccato.
	Autumn 2 Singing	Can sing in a two-part round. Can sing songs in 3/4 and 4/4 time signatures.	Understand what a time signature is. Can name the anatomical factors that affect the singing voice.	Singing, Vocals, Round, Timing, Tone, Conductor, Melody, Harmony,

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		Able to conduct in 4/4 and 3/4.	Understand the role of the conductor. Can sing a cappella as a class.	Range, Vocal Register, Bass Baritone, Tenor, Alto, Soprano, Vocal Fry, Falsetto, Whispering, Whistling.
	Spring 1 Songwriting with glockenspiels	Can write short melodies on a Glockenspiel and note them down.	Can explain what a soundtrack is. Can explain what soundtrack dissonance is. Can identify features of music which portray certain emotions. Can identify examples of word painting.	Verse, Chorus, Structure, Rhyme, Soundtrack, Theme, Musical, Couplet, Alternate, Melody, Brief.
	Spring 2 Samba drumming	Can perform basic rhythms on each Samba instrument. Can play the intro break and groove on multiple instruments. Can follow the conductor to play Samba music with confidence. Can play groove rhythm to a steady pulse within a small group.	Can explain the origins of Samba music.	Bateria, Rhythm, Samba, Brazil, Portuguese, Olá, Começar, Pare, Surdo, Agogo, Repinique, Tambourim, Beater, Break, Groove, Conductor.
	Summer 1 Keyboards	Can find and play a C, D and E notes with their right hand. Can play from C to G with their left hand. Can play a piece of music while keeping a steady pulse.	Know where the time signature is placed on a piece of notated music. Know where all the notes are on a treble clef stave.	Clef, Stave, Crotchet, Minim, Semibreve, Treble, Bass, Compose, Tempo, Dynamics, Drone, Melody, Time Signature, Tempo
	Summer 2 Boomwhackers	Know how to produce a clear sound from a Boomwhacker. Can perform comfortably in a whole class performance. Can change the octave of their Boomwhacker using an octavator. Can compose and perform a piece of music in small groups.	Can recognise notes by the colour of the Boomwhacker.	Boomwhackers, Pitch, Solfège, Rhythm, Notation, Stave, Quavers, Crotchet, Minims, Octavator, Octaves, Two-part harmony, Melody.
5	Autumn 1 Music theory with keyboards	Can play both a major and a minor scale. Can play a piece of music in 3/4. 3. Can play musical phrases by ear.	Understand what a time signature is. Know where C - C are on the treble clef stave. Can name the instrument families of the orchestra. Can aurally identify when notes are ascending or descending in pitch.	Major, Minor, Rhythmic Notation, Time Signature, Stave Notation, Pitch, Treble Clef, Octave, Chords, Triads, Accompaniment, Melody, Timbre, Aural Skills, Improvisation, Conductor, Classical, Woodwind, Brass,

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				Strings, Percussion, Orchestra
	Autumn 2 Singing	<p>Can perform simple improvisation.</p> <p>Can sing an a cappella song in unison.</p> <p>Can sing a five-note pentatonic scale.</p> <p>Can use projection techniques in their performances.</p> <p>Can recite lyrics at a fast tempo in a rap style.</p>	<p>Understand and recognise different styles of singing.</p> <p>Can differentiate between and correctly name the different styles of singing.</p>	Unison, Harmony, 3-part harmony, Breathing, Posture, Resonance, Articulation, Phrasing, Pitching, Genre, Chordal harmony, Sharp, Flat, Scale. Degree.
	Spring 1 Songwriting with glockenspiels	<p>Can write rhyming lyrics to a piece of music.</p> <p>Can write a word board for a theme.</p> <p>Can write down melodies they have written on a Glockenspiel.</p> <p>Can write and deliver their own rap performances.</p> <p>Can write a song using a structure.</p>	<p>Can explain the difference between rap and traditional lyrics.</p> <p>Know about ternary structure.</p>	Verse, Chorus, Structure, Rhyme, Soundtrack, Theme, Musical, Couplet, Alternate Rhyme, Strophic, 32 Bar, Brief.
	Spring 2 Samba drumming	<p>Can perform basic rhythms on each Samba instrument.</p> <p>Can play the intro break and groove on multiple instruments.</p> <p>Can follow the conductor to play Samba music with confidence.</p> <p>Can play groove rhythm to a steady pulse within a small group.</p> <p>Can lead the class using the Portuguese words for start (começar) and stop (pare).</p> <p>Can copy and repeat more complex rhythms demonstrated by the instructor.</p>	Can explain the origins of Samba music.	Bateria, Rhythm, Samba, Brazil, Portuguese, Olá, Começar, Pare, Surdo, Agogo, Repinique, Tambourim, Beater, Break, Groove, Conductor.
	Summer 1 Keyboards	<p>Can find and play a C, D and E notes with their right hand.</p> <p>Can play from C to G with their left hand.</p> <p>Can play a piece of music while keeping a steady pulse.</p> <p>Can switch between playing crotchets, minims and semibreves confidently.</p>	<p>Know where the time signature is placed on a piece of notated music.</p> <p>Know where all the notes are on a treble clef stave.</p> <p>Know that black keys produce sharp and flat notes.</p>	Clef, Stave, Crotchet, Minim, Semibreve, Treble, Bass, Compose, Tempo, Dynamics, Drone, Melody, Time Signature, Tempo
	Summer 2 Boomwhackers	<p>Know how to produce a clear sound from a Boomwhacker.</p> <p>Can perform comfortably in a</p>	<p>Can recognise notes by the colour of the Boomwhacker.</p> <p>Can understand and structure a chord</p>	Boomwhackers, Pitch, Solfège, Rhythm, Notation, Stave, Quavers,

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		<p>whole class performance.</p> <p>Can change the octave of their Boomwhacker using an octavator.</p> <p>Can compose and perform a piece of music in small groups. Can sight read a song using solfège.</p>	<p>using three Boomwhackers.</p>	<p>Crotchet, Minims, Octavator, Octaves, Two-part harmony, Melody.</p>
6	Autumn 1 Music theory with keyboards	<p>Can compose music with melodic interest.</p> <p>Can perform music following stave notation within the range C - C.</p> <p>Can perform as a duet on the keyboards.</p>	<p>Can identify the key features of the music stave.</p> <p>Can recall the note lengths of a semiquaver, quaver, crotchet, minim and semibreve.</p> <p>Can identify the lengths of different rests on the stave.</p> <p>Can explain the difference between a melody and an accompaniment.</p>	<p>Rhythmic Notation, Rests, Stave Notation, Octave, Melody, Accompaniment, Ensemble, Duet, Genre, Era, Chords, Bassline, Bass Clef, Treble Clef, Classical, Jazz, Improvise, Composition, Crotchet, Quaver, Semibreve.</p>
	Autumn 2 Singing	<p>Can sing an a cappella song together in unison.</p> <p>Can sing a round in four separate parts.</p> <p>Can sing as a soloist.</p>	<p>Understand the health benefits of singing as part of a choir.</p> <p>Know the four sections that usually make up a choir are Soprano, Alto, Tenor and Bass.</p> <p>Understand what good stage etiquette is, and are able to incorporate this into their performances.</p> <p>Understand that singing in a choir means they are working as a team.</p>	<p>Unison, Canon, Round, Partner songs, Soprano, Alto, Tenor, Bass, Choir, Harmony, Stage Etiquette, Soloist.</p>
	Spring 1 Songwriting with glockenspiels	<p>Can match their lyric's syllables to a melody.</p> <p>Can explain the difference between an EP and an Album.</p> <p>Can create their own album artwork.</p>	<p>Know what a target market is.</p> <p>Can explain the difference between an EP and an Album.</p> <p>Can explain the role of a producer.</p> <p>Can explain what an artist image entails.</p> <p>Understand what a record label is.</p> <p>Understand the difference between physical and digital distribution.</p>	<p>Artist, Lyrics, Target Market, EP, Album, Single, Producer, Image, Record Label, Distribution, Press Release.</p>
	Spring 2 Samba drumming	<p>Can perform basic rhythms on each Samba instrument.</p> <p>Can play the intro break and groove on multiple instruments.</p> <p>Can follow the conductor to play Samba music with confidence.</p> <p>Can play groove rhythm to a steady pulse within a small group.</p> <p>Can lead the class using the Portuguese words for start (começar) and stop (pare).</p>	<p>Can explain the origins of Samba music.</p>	<p>Bateria, Rhythm, Samba, Brazil, Portuguese, Olá, Começar, Pare, Surdo, Agogo, Repinique, Tambourim, Beater, Break, Groove, Conductor.</p>

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		<p>Can copy and repeat more complex rhythms demonstrated by the instructor.</p> <p>Can play different rhythms on every instrument without changing tempo.</p>		
	Summer 1 Keyboards	<p>Can find and play a C, D and E notes with their right hand.</p> <p>Can play from C to G with their left hand.</p> <p>Can play a piece of music while keeping a steady pulse.</p> <p>Can switch between playing crotchets, minims and semibreves confidently.</p> <p>Can find and name the black keys on a keyboard.</p>	<p>Know where the time signature is placed on a piece of notated music.</p> <p>Know where all the notes are on a treble clef stave.</p> <p>Know that black keys produce sharp and flat notes.</p>	Clef, Stave, Crotchet, Minim, Semibreve, Treble, Bass, Compose, Tempo, Dynamics, Drone, Melody, Time Signature, Tempo
	Summer 2 Boomwhackers	<p>Know how to produce a clear sound from a Boomwhacker.</p> <p>Can perform comfortably in a whole class performance.</p> <p>Can change the octave of their Boomwhacker using an octavator.</p> <p>Can compose and perform a piece of music in small groups. Can sight read a song using solfège.</p> <p>Can perform a roll using 3 different techniques.</p>	<p>Can recognise notes by the colour of the Boomwhacker.</p> <p>Can understand and structure a chord using three Boomwhackers.</p>	Boomwhackers, Pitch, Solfège, Rhythm, Notation, Stave, Quavers, Crotchet, Minims, Octavator, Octaves, Two-part harmony, Melody.