

# Music Skills Progression Map

“Our DREAM is for greatness in our learning. To BELIEVE, in our unique talents and gifts and ACHIEVE a better world, living life to the full.”



*Dream Believe Achieve*

Year A				
Term	Autumn	Spring	Summer	Taught by teachers / World Music Day
KS1	<b>Unit 4 Year 2 - Pitch (Musical Me)</b> <ul style="list-style-type: none"> <li>Move their eyes from left to right to read pitch patterns.</li> <li>Sing high and low notes including the notes in between.</li> <li>Play a pattern of high and low notes on an instrument.</li> <li>Read notation from left to right.</li> <li>Draw high and low sounds using dots at the top and bottom of a page, respectively.</li> <li>Recognise when notes stay the same.</li> <li>Recognise missing notes on a stave.</li> </ul>	<b>Unit 2 Year 1 - Sound Patterns (Fairy tales)</b> <ul style="list-style-type: none"> <li>Chant in time with others.</li> <li>Make changes to the dynamics (volume) of their voice to represent a character.</li> <li>Respond to hand signals when playing an instrument.</li> <li>Choose a suitable sound to represent a point in the story.</li> <li>Read simple rhythmic patterns comprising one beat sounds and one beat rests.</li> <li>Clap or play a rhythmic pattern along with spoken words.</li> <li>Play given sound patterns in time with the pulse.</li> <li>Follow instructions during a performance.</li> <li>Join in with repeated phrases using a character voice.</li> </ul>	<b>Unit 3 Year 1 Pitch - (Superheroes)</b> <ul style="list-style-type: none"> <li>Identify high and low notes.</li> <li>Perform high and low notes.</li> <li>Create and perform a two-note and three-note pattern.</li> <li>Identify and perform changes in tempo.</li> <li>Contribute musical ideas and cooperate within a group.</li> <li>Prepare and perform a musical piece.</li> <li>Demonstrate a musical understanding of tempo and pitch.</li> <li>Participate in discussions about pitch and tempo.</li> <li>Offer feedback to groups on their performance.</li> <li>Follow instructions during a performance.</li> </ul>	<b>Unit 4 Year 1 – Musical Symbols (Under the Sea)</b> <ul style="list-style-type: none"> <li>Move to reflect a character.</li> <li>Create sounds to reflect a character</li> <li>Move at a speed that reflects the tempo of the audio.</li> <li>Respond to dynamic changes without prompting.</li> <li>Demonstrate a sound pattern correctly to a pulse.</li> <li>Sing and play high and low sounds.</li> <li>Read symbols representing high and low sounds correctly.</li> <li>Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.</li> </ul>
LKS2	<b>Unit 4 Year 3 – Traditional Instruments and Improvisation (India)</b> <ul style="list-style-type: none"> <li>Verbalise feelings about music and identify likes and dislikes.</li> <li>Read musical notation and play the correct notes of the rag.</li> <li>Improvise along to a drone and tal.</li> <li>Play a rag and a tal accurately alongside a drone.</li> <li>Sing accurately from musical notation and lyrics.</li> </ul>	<b>Unit 2 Year 3 – Developing singing technique (The Vikings)</b> <ul style="list-style-type: none"> <li>Move and sing as a team, following the lyrics on the screen.</li> <li>Recognise minims, crotchets and quavers often by ear and reliably by sight.</li> <li>Perform rhythms accurately from notation and layer them to create a composition.</li> <li>Add appropriate sound effects to their performances using untuned percussion.</li> </ul>	<b>Unit 1 Year 4 – Body and tuned percussions (Rainforests)</b> <ul style="list-style-type: none"> <li>Identify the structure of a piece of music.</li> <li>Have an idea as to when there is one layer in a piece of music and when there are two.</li> <li>Play a sequence in the correct order in time with their partner.</li> <li>Have two contrasting rhythms being played together.</li> <li>Have two different melodies being played together.</li> </ul>	<b>Unit 1 Year 3 – Ballads</b> <ul style="list-style-type: none"> <li>Identify the key features of a ballad.</li> <li>Perform a ballad using actions.</li> <li>Sing in time and in tune with a song and incorporate actions.</li> <li>Retell a summary of an animation’s story.</li> <li>Write a verse with rhyming words which tell part of a story.</li> <li>Perform their lyrics fluently and with actions.</li> </ul>

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	<ul style="list-style-type: none"> <li>Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</li> </ul>	<ul style="list-style-type: none"> <li>Join in with the performances confidently, and reasonably in time and tune.</li> <li>Make suggestions for improving their performance.</li> </ul>	<ul style="list-style-type: none"> <li>Have a complete piece of music with four different layers with an appropriate structure.</li> </ul>	
UKS2	<b>Unit 2 Year 5 – Blues</b> <ul style="list-style-type: none"> <li>Name three key features of blues music.</li> <li>Sing in tune, using vocal expression to convey meaning.</li> <li>Explain what a chord is and play the chord of C sixteen times.</li> <li>Play the 12-bar blues correctly.</li> <li>Play the notes of the blues scale in the correct order, ascending and descending.</li> <li>Play a selection of blues scale notes out of order in their own improvisation.</li> </ul>	<b>Unit 3 Year 5 – South and West Africa</b> <ul style="list-style-type: none"> <li>Sing using the correct pronunciation and with increasing confidence.</li> <li>Play a chord with two notes, remaining in time.</li> <li>Maintain their part in a performance with accuracy.</li> <li>Play the more complicated rhythms in time and with rests.</li> <li>Create an eight beat break and play this in the correct place.</li> </ul>	<b>Unit 1 Year 6 – Dynamics, Pitch and Tempo (Fingal's Cave)</b> <ul style="list-style-type: none"> <li>Engage in discussion about the sounds of an orchestral piece.</li> <li>Have a selection of varied vocabulary in response to what they hear.</li> <li>Change dynamics and pitch, differentiating between the two.</li> <li>Take the role of conductor or follow a conductor.</li> <li>Change texture within their group improvisation and talk about its effect.</li> <li>Create a graphic score to represent sounds.</li> <li>Follow the conductor to show changes in pitch, dynamics and texture.</li> </ul>	<b>Unit 4 Year 5 – Composition to represent the festival of colour (Holi Festival)</b> <ul style="list-style-type: none"> <li>Suggest a colour to match a piece of music.</li> <li>Create a graphic score and describe how this matches the general structure of a piece of music.</li> <li>Create a vocal composition in response to a picture and justify their choices using musical terms.</li> <li>Create a vocal composition in response to a colour.</li> <li>Record their compositions in written form.</li> <li>Work as a group to perform a piece of music.</li> </ul>

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KS1	<p><b>Unit 1 Year 1 - Keeping the Pulse (My Favourite Things)</b></p> <ul style="list-style-type: none"> <li>• Clap the rhythm of their name in time to the pulse.</li> <li>• Sway or tap in time to the pulse.</li> <li>• Sing a rhythm in time with the pulse.</li> <li>• Copy rhythms based on word patterns using an instrument.</li> <li>• Keep the pulse while playing a rhythm on an instrument.</li> <li>• Follow instructions during a performance.</li> </ul>	<p><b>Unit 2 Year 2 - Instruments (Musical storytelling)</b></p> <ul style="list-style-type: none"> <li>• Identify sections of the music where the tempo changes.</li> <li>• Correctly describe sections of music as fast or slow.</li> <li>• Point out moments in the music where the dynamics change.</li> <li>• Accurately describe dynamic changes as soft or loud.</li> <li>• Give specific examples of how the music corresponds to actions in the story.</li> <li>• Provide clear and specific examples of how music supports the story.</li> <li>• Justify tempo and dynamic choices made to represent a character, event or feeling.</li> <li>• Suggest appropriate musical dynamics and tempo changes for different scenes of the story.</li> <li>• Work as part of a group to rehearse a performance.</li> <li>• Perform confidently using appropriate instrumental sounds.</li> <li>• Play their part at appropriate tempo and dynamics.</li> </ul>	<p><b>Unit 3 Year 2 - Structure (Myths and Legends)</b></p> <ul style="list-style-type: none"> <li>• Recognise, play and write rhythms with one beats and paired half beats.</li> <li>• Show a rest beat using a silent movement.</li> <li>• Read and follow a structure from left to right.</li> <li>• Add rhythms to a structure to create a beginning, middle and end.</li> <li>• Work well as part of a group, listening to others and respecting their ideas.</li> <li>• Maintain a steady beat.</li> <li>• Use a thinking voice to play rhythms on an instrument.</li> </ul>	<p><b>Unit 1 Year 2 – Call and Response (Animals)</b></p> <ul style="list-style-type: none"> <li>• Use dynamics when creating sound.</li> <li>• Play in time with a group.</li> <li>• Experiment with different sounds on the same instrument.</li> <li>• Clap the animal sound patterns mostly accurately.</li> <li>• Clap the sound patterns in time with the pulse of the backing track.</li> <li>• Demonstrate both a call and response.</li> <li>• Copy a sound pattern using an instrument.</li> <li>• Playing either a call and/or response role in time with another pupil.</li> <li>• Perform a composition.</li> </ul>
LKS2	<p><b>Unit 3 Year 4 – Samba and Carnival Sounds and Instruments (South America)</b></p> <ul style="list-style-type: none"> <li>• Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.</li> <li>• Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm.</li> <li>• Play their rhythm in time with the rest of their group (even if they are</li> </ul>	<p><b>Unit 3 Year 3 – Pentatonic Melodies and Composition (Chinese New Year)</b></p> <ul style="list-style-type: none"> <li>• Match their movements to the music, explaining why they chose these movements.</li> <li>• Accurately notate and play a pentatonic melody.</li> <li>• Play their part in a composition confidently.</li> <li>• Work as a group to perform a piece of music.</li> </ul>	<p><b>Unit 2 Year 4 – Changes in Pitch, Tempo and Dynamics (Rivers)</b></p> <ul style="list-style-type: none"> <li>• Sing in tune and in harmony with others, with developing breath control.</li> <li>• Explain how a piece of music makes them feel with some use of musical terminology.</li> <li>• Perform a vocal ostinato in time.</li> <li>• Listen to other members of their group as they perform.</li> </ul>	<p><b>Unit 4 Year 4 – Adapting and Transposing Motifs (Romans)</b></p> <ul style="list-style-type: none"> <li>• Learn a new song, singing in time and in tune while following the lyrics.</li> <li>• Identify motifs aurally and play a repeated pattern on a tuned instrument.</li> <li>• Create and performing a motif, notating it with reasonable accuracy.</li> </ul>

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	<p>not always successfully playing in time with the rest of the class).</p> <ul style="list-style-type: none"> <li>• Play their break in time with the rest of their group and play in the correct place in the piece.</li> <li>• Play in time and with confidence; accurately playing their break.</li> </ul>		<ul style="list-style-type: none"> <li>• Create an ostinato and represent it on paper so that they can remember it.</li> <li>• Create and perform a piece with a variety of ostinatos.</li> </ul>	<ul style="list-style-type: none"> <li>• Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</li> <li>• Combine different versions of a musical motif and perform as a group using musical notation.</li> </ul>
UKS2	<p><b>Unit 2 Year 6 – Themes and Variations (Pop Art)</b></p> <ul style="list-style-type: none"> <li>• Performing rhythms confidently either on their own or in a group.</li> <li>• Identify the sounds of different instruments and discuss what they sound like.</li> <li>• Make reasonable suggestions for which instruments can be matched to which art pieces.</li> <li>• Recall the names of several instruments according to their orchestra sections.</li> <li>• Keep the pulse using body percussion.</li> <li>• Sing with control and confidence.</li> <li>• Name rhythms correctly.</li> <li>• Copy rhythms accurately with a good sense of pulse.</li> <li>• Draw rhythms accurately.</li> <li>• Show a difference between musical variations.</li> <li>• Show creativity in a finished musical product.</li> </ul>	<p><b>Unit 4 Year 6 – Composing and Performing a Leavers’ Song</b></p> <ul style="list-style-type: none"> <li>• Identify and evaluate the musical features of a song.</li> <li>• Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</li> <li>• Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</li> <li>• Fit an existing melody over a four-chord backing track.</li> <li>• Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</li> <li>• Record melodies using letter notation.</li> <li>• Perform the leavers’ song with confidence.</li> </ul>	<p><b>Unit 1 Year 5 – Composition notation (Ancient Egypt)</b></p> <ul style="list-style-type: none"> <li>• Sing in time and in tune with other people and the backing track.</li> <li>• Remember the lyrics to a song.</li> <li>• Identify the structure of a piece of music and match this to non-standard notation.</li> <li>• Improvise their own piece of music.</li> <li>• Play a melody with reasonable accuracy.</li> <li>• Perform with confidence and in time with others.</li> <li>• Compose and play a melody using staff notation.</li> <li>• Contribute meaningfully to the group performance and composition.</li> <li>• Use hieroglyphic notation to show the structure of their piece.</li> </ul>	<p><b>Unit 4 Year 6 – Baroque</b></p> <ul style="list-style-type: none"> <li>• Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</li> <li>• Take part in a vocal improvisation task based on Baroque recitative.</li> <li>• Play several parts of a canon using staff notation, with or without letter names.</li> <li>• Compose a ground bass melodic ostinato.</li> <li>• Notate a ground bass pattern using staff notation.</li> <li>• Name some well-known Baroque composers and describe what musical features they were known for.</li> <li>• Learn a fugue part by reading staff notation, with or without note names.</li> <li>• Perform a fugue.</li> </ul>