

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	Unit 4 Year 2 - Pitch (Musical Me) - Move their eyes from left to right to read pitch patterns. - Sing high and low notes including the notes in between. - Play a pattern of high and low notes on an instrument. - Read notation from left to right. - Draw high and low sounds using dots at the top and bottom of a page, respectively. - Recognise when notes stay the same. - Recognise missing notes on a stave.	Unit 2 Year 1 - Sound Patterns (Fairy tales) - Chant in time with others. - Make changes to the dynamics (volume) of their voice to represent a character. - Respond to hand signals when playing an instrument. - Choose a suitable sound to represent a point in the story. - Read simple rhythmic patterns comprising one beat sounds and one beat rests. - Clap or play a rhythmic pattern along with spoken words. - Play given sound patterns in time with the pulse. - Follow instructions during a performance. - Join in with repeated phrases using a character voice.	Unit 3 Year 1 Pitch - (Superheroes) - Identify high and low notes. - Perform high and low notes. - Create and perform a two-note and three-note pattern. - Identify and perform changes in tempo. - Contribute musical ideas and cooperate within a group. - Prepare and perform a musical piece. - Demonstrate a musical understanding of tempo and pitch. - Participate in discussions about pitch and tempo. - Offer feedback to groups on their performance. - Follow instructions during a performance.	Unit 4 Year 1 – Musical Symbols (Under the Sea) - Move to reflect a character. - Create sounds to reflect a character - Move at a speed that reflects the tempo of the audio. - Respond to dynamic changes without prompting. - Demonstrate a sound pattern correctly to a pulse. - Sing and play high and low sounds. - Read symbols representing high and low sounds correctly. - Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.
LKS2	Unit 4 Year 3 – Traditional Instruments and Improvisation (India) - Verbalise feelings about music and identify likes and dislikes. - Read musical notation and play the correct notes of the rag. - Improvise along to a drone and tal. - Play a rag and a tal accurately alongside a drone. - Sing accurately from musical notation and lyrics.	Unit 2 Year 3 – Developing singing technique (The Vikings) - Move and sing as a team, following the lyrics on the screen. - Recognise minims, crotchets and quavers often by ear and reliably by sight. - Perform rhythms accurately from notation and layer them to create a composition. - Add appropriate sound effects to their performances using untuned percussion.	Unit 1 Year 4 – Body and tuned percussions (Rainforests) - Identify the structure of a piece of music. - Have an idea as to when there is one layer in a piece of music and when there are two. - Play a sequence in the correct order in time with their partner. - Have two contrasting rhythms being played together. - Have two different melodies being played together.	Unit 1 Year 3 – Ballads - Identify the key features of a ballad. - Perform a ballad using actions. - Sing in time and in tune with a song and incorporate actions. - Retell a summary of an animation's story. - Write a verse with rhyming words which tell part of a story. - Perform their lyrics fluently and with actions.

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	Sing and play in time with others with some degree of accuracy and awareness of each other's parts.	- Join in with the performances confidently, and reasonably in time and tune. - Make suggestions for improving their performance.	Have a complete piece of music with four different layers with an appropriate structure.	
UKS2	Unit 2 Year 5 – Blues - Name three key features of blues music. - Sing in tune, using vocal expression to convey meaning. - Explain what a chord is and play the chord of C sixteen times. - Play the 12-bar blues correctly. - Play the notes of the blues scale in the correct order, ascending and descending. - Play a selection of blues scale notes out of order in their own improvisation.	Unit 3 Year 5 – South and West Africa - Sing using the correct pronunciation and with increasing confidence. - Play a chord with two notes, remaining in time. - Maintain their part in a performance with accuracy. - Play the more complicated rhythms in time and with rests. - Create an eight beat break and play this in the correct place.	Unit 1 Year 6 – Dynamics, Pitch and Tempo (Fingal's Cave) - Engage in discussion about the sounds of an orchestral piece. - Have a selection of varied vocabulary in response to what they hear. - Change dynamics and pitch, differentiating between the two. - Take the role of conductor or follow a conductor. - Change texture within their group improvisation and talk about its effect. - Create a graphic score to represent sounds. - Follow the conductor to show changes in pitch, dynamics and texture.	Unit 4 Year 5 – Composition to represent the festival of colour (Holi Festival) - Suggest a colour to match a piece of music. - Create a graphic score and describe how this matches the general structure of a piece of music. - Create a vocal composition in response to a picture and justify their choices using musical terms. - Create a vocal composition in response to a colour. - Record their compositions in written form. - Work as a group to perform a piece of music.

Year B				
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KS1	Unit 1 Year 1 - Keeping the Pulse (My Favourite Things) - Clap the rhythm of their name in time to the pulse. - Sway or tap in time to the pulse. - Sing a rhythm in time with the pulse. - Copy rhythms based on word patterns using an instrument. - Keep the pulse while playing a rhythm on an instrument. - Follow instructions during a performance.	Unit 2 Year 2 - Instruments (Musical storytelling) - Identify sections of the music where the tempo changes. - Correctly describe sections of music as fast or slow. - Point out moments in the music where the dynamics change. - Accurately describe dynamic changes as soft or loud. - Give specific examples of how the music corresponds to actions in the story. - Provide clear and specific examples of how music supports the story. - Justify tempo and dynamic choices made to represent a character, event or feeling. - Suggest appropriate musical dynamics and tempo changes for different scenes of the story. - Work as part of a group to rehearse a performance. - Perform confidently using appropriate instrumental sounds. - Play their part at appropriate tempo and dynamics.	Unit 3 Year 2 - Structure (Myths and Legends) - Recognise, play and write rhythms with one beats and paired half beats. - Show a rest beat using a silent movement. - Read and follow a structure from left to right. - Add rhythms to a structure to create a beginning, middle and end. - Work well as part of a group, listening to others and respecting their ideas. - Maintain a steady beat. - Use a thinking voice to play rhythms on an instrument.	Unit 1 Year 2 – Call and Response (Animals) - Use dynamics when creating sound. - Play in time with a group. - Experiment with different sounds on the same instrument. - Clap the animal sound patterns mostly accurately. - Clap the sound patterns in time with the pulse of the backing track. - Demonstrate both a call and response. - Copy a sound pattern using an instrument. - Playing either a call and/or response role in time with another pupil. - Perform a composition.
LKS2	Unit 3 Year 4 – Samba and Carnival Sounds and Instruments (South America) - Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. - Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. - Play their rhythm in time with the rest of their group (even if they are	Unit 3 Year 3 – Pentatonic Melodies and Composition (Chinese New Year) - Match their movements to the music, explaining why they chose these movements. - Accurately notate and play a pentatonic melody. - Play their part in a composition confidently. - Work as a group to perform a piece of music.	Unit 2 Year 4 – Changes in Pitch, Tempo and Dynamics (Rivers) - Sing in tune and in harmony with others, with developing breath control. - Explain how a piece of music makes them feel with some use of musical terminology. - Perform a vocal ostinato in time. - Listen to other members of their group as they perform.	Unit 4 Year 4 – Adapting and Transposing Motifs (Romans) - Learn a new song, singing in time and in tune while following the lyrics. - Identify motifs aurally and play a repeated pattern on a tuned instrument. - Create and performing a motif, notating it with reasonable accuracy.

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	- not always successfully playing in time with the rest of the class). - Play their break in time with the rest of their group and play in the correct place in the piece. - Play in time and with confidence; accurately playing their break.		- Create an ostinato and represent it on paper so that they can remember it. - Create and perform a piece with a variety of ostinatos.	- Transpose their motif, using sharp or flat notes where necessary and change the rhythm. - Combine different versions of a musical motif and perform as a group using musical notation.
UKS2	Unit 2 Year 6 – Themes and Variations (Pop Art) - Performing rhythms confidently either on their own or in a group. - Identify the sounds of different instruments and discuss what they sound like. - Make reasonable suggestions for which instruments can be matched to which art pieces. - Recall the names of several instruments according to their orchestra sections. - Keep the pulse using body percussion. - Sing with control and confidence. - Name rhythms correctly. - Copy rhythms accurately with a good sense of pulse. - Draw rhythms accurately. - Show a difference between musical variations. - Show creativity in a finished musical product.	Unit 4 Year 6 – Composing and Performing a Leavers’ Song - Identify and evaluate the musical features of a song. - Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. - Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. - Fit an existing melody over a four-chord backing track. - Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. - Record melodies using letter notation. - Perform the leavers’ song with confidence.	Unit 1 Year 5 – Composition notation (Ancient Egypt) - Sing in time and in tune with other people and the backing track. - Remember the lyrics to a song. - Identify the structure of a piece of music and match this to non-standard notation. - Improvise their own piece of music. - Play a melody with reasonable accuracy. - Perform with confidence and in time with others. - Compose and play a melody using stave notation. - Contribute meaningfully to the group performance and composition. - Use hieroglyphic notation to show the structure of their piece.	Unit 4 Year 6 – Baroque - Define some key features of Baroque music, including recitative, canon, ground bass and fugue. - Take part in a vocal improvisation task based on Baroque recitative. - Play several parts of a canon using staff notation, with or without letter names. - Compose a ground bass melodic ostinato. - Notate a ground bass pattern using staff notation. - Name some well-known Baroque composers and describe what musical features they were known for. - Learn a fugue part by reading staff notation, with or without note names. - Perform a fugue.