

Wherwell Primary Progression of Skills – Music

Aims of the primary music curriculum - to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

The following are the skills to be taught and developed through the study of music within the primary curriculum. **Note - pupils are NOT expected to cover each aspect for every area of study.**

Performing: singing and playing						
<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Explore and use vocal sounds, talk, chant and sing. Respond in voice to character /mood. Chant and sing familiar rhymes and songs from memory. Explore and use a range of body sounds and classroom percussion beginning to develop control and accuracy.	Perform with confidence cumulative songs, building on rhythmic and melodic memory. Explore sounds and begin to use the correct percussion playing techniques. When using instruments showing an awareness and control of the sounds being created.	Use the voice expressively. Chant and sing a wider variety of rhymes and songs, with an awareness of character or mood. Chant and sing a wider variety of rhymes and songs Use simple vocal patterns as accompaniments. Use tuned and un-tuned instruments, demonstrating increasing control and awareness of your sound within a group.	Explore the use of the voice as an instrument, developing expression, and awareness of simple layers through partner songs and rounds. Develop instrumental skills and techniques, with increased accuracy and musicality, and awareness of parts around you and your place within that ensemble.	Explore the use of the voice as an instrument, developing expression, and awareness of more complex layers through partner songs and rounds. Develop instrumental skills and techniques, with increased accuracy and musicality, and awareness of parts around you and your place within that ensemble.	Extend imaginative use of voice, chant and sing in layers, simple part songs and use of expression and style. Breathing and phrasing Demonstrate accurate and fluent instrumental playing when playing in ensembles, improvising and composing.	Further extend imaginative use of voice, experimental vocal effects, chant and sing in layers, part songs and use of expression and style. Demonstrate precise and confident instrumental solo and part playing, with instrumental awareness and awareness of the audience.

Creative: creating and composing						
<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Experiment with creating and copying musical patterns. Recognising sounds, such as wood, metal, skin and voice. Playing individually and in a group, (and starting together and following simple hand signals and directions).	Experiment with creating and copying patterns. Becoming familiar with instrumental sounds and demonstrating an understanding of their suitability for certain responses.	Experiment with creating musical patterns, and begin to identify and recognise musical sections Begin to improve their own work and others, through sharing and comparing.	Begin to improvise and develop rhythmic and melodic material. Consider how to improve performance and creative work. Use the dimensions within creative work to demonstrate understanding.	Improvise and compose in groups, whole class and individually using dimensions appropriate to the task. Demonstrate structure and understanding in group work showing that work has a beginning, middle and end.	Improvise and develop a wider range of rhythmic and melodic material. Use notation to make a record of work, and ICT to record and share work helping to refine and make informed changes through reviewing.	Improvising with voice and or an instrument both solo and ensemble Compose to fit a variety of musical styles and moods with the ability to work as a team and practise refine and perform work.
Notation: notating and symbols						
<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Respond to musical ideas represented through pictures, symbols and shapes, including those representing the musical dimensions. Understand simple rhythmic notation. Choose and write shapes to represent sounds.	Respond to and recognise signs, symbols and other basic graphic notation. Read and play back simple rhythmic notation. Choose, invent and order sign and symbols to represent chosen sounds and patterns	Use a variety of symbols and graphic signs. Read simple notated patterns using formal music notation. Notate own musical ideas illustrating musical dimensions including rhythm and pitch.	Use a range of detailed graphic notation. Explore pitch in staff notation beginning to work on step movements.	Use a range of detailed graphic, and staff notation as a way of recording ideas and also a way of reading and performing music.	Use a range of detailed graphic, and staff notation to accurately record music and as a way of sharing work. Practise notation reading through ensemble activities using pitch percussion work.	Use precise notation to accurately record and communicate ideas through a range of activities.

Listening and Responding: Describing and Discussing						
<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Explore, respond and enjoy sounds from different sources and musical moods, respond through movement, dance and set responses. Talking about music and how it makes you feel, sharing ideas using key words to express your ideas.	Explore and respond to different music styles and moods and respond through movement and words. Use emerging vocabulary to share ideas and when responding to listening.	Listen to and review music of a longer duration. Consider the composers intentions when listening to music. Use musical experiences in your own work. Listen to music from different countries and or different historical periods. Begin to consider how pieces of music make you feel.	Listen to reflect how music reflects composers starting points and their choices. Discuss and reflect on musical starting points identifying musical dimensions within the music and discuss using a growing musical vocabulary.	Recognise how to refine and improve work through discussion and practise. Listen to, and begin to understand how composers' communicate their ideas /motivation, their use of devices and the intended impact on the listener. Use musical vocabulary to describe and reflect upon listening.	Identify, compare and contrast music from a range of historical; and cultural starting points. Use musical vocabulary to help express opinions about music heard and performed.	Use a variety of creative activities to interpret music and express an aesthetic response. Express and justify ideas and opinions about music, using a fluent musical vocabulary. Commenting on intended features and effects.
DIMENSIONS: Inter-related Pitch, Dynamics, Tempo, Timbre, Texture, Duration, Structure						
<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Pitch Explore and respond to high and low sounds	Pitch Explore, responds to and recognise high, middle and low sounds.	Pitch Respond to, recognise and identify higher and lower sounds, and the general shape of melodies. Begin to recognise steps, leaps and repeated notes.	Pitch Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic.	Pitch Identify melodic shape and explore different scale patterns including pentatonic, major and minor.	Pitch Explore, listen and identify a range of different scale patterns including pentatonic, major and minor, it could include raga, chromatic, modes.	Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major, minor, raga, chromatic, modes. How do they influence music?
Duration Explore and respond to long and short sounds and recognise the	Duration Explore, respond to and recognise patterns of long and short sounds and the	Duration Respond to, recognise and distinguish between steady beat and rhythm pattern	Duration Identify how rhythm patterns fit to a steady beat and begin	Duration Identify and understand how rhythm patterns fit to	Duration Identify and begin to understand more complex rhythm patterns and metres	Duration Identify and understand more complex rhythm patterns and metres

Explore and respond to sequences of events and stories, distinguish between same and different.	Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses.	Respond to, recognise and identify a range of repetition and contrast structures using Q and A, verse and chorus, ABA	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato.	Develop understanding of extended conventional structures including Rondo ABACAD and the development of musical ideas within pieces.	Explore and use a wider range of development structures (e.g. ABA, Rondo, 12 bar blues, theme and variation) and expressive structures e.g Leitmotif.	Use of a broader range of development structures and expressive structures.
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Working Musically – key skills for pupils:

- singing and playing instruments
- creating and composing
- notating
- listening and responding, describing and discussion
- musical dimensions, pitch, duration, dynamics, tempo, timbre, texture, structure

Summary of progression of skills by year group:

Year R

		AUTUMN	SPRING	SUMMER
Singing and playing instruments	Explore and use vocal sounds, talk, chant and sing. Respond in voice to character /mood. Chant and sing familiar rhymes and songs from memory. Explore and use a range of body sounds and classroom percussion beginning to develop control and accuracy.			
Creating and composing	Experiment with creating and copying musical patterns. Recognising sounds, such as wood, metal, skin and voice. Playing individually and in a group, (and starting together and following simple hand signals and directions).			
Notating	Respond to musical ideas represented through pictures, symbols and shapes, including those representing the musical dimensions. Understand simple rhythmic notation. Choose and write shapes to represent sounds.			

Listening and responding, describing and discussion	Explore, respond and enjoy sounds from different sources and musical moods, respond through movement, dance and set responses. Talking about music and how it makes you feel, sharing ideas using key words to express your ideas.			
Musical dimensions	Pitch Explore and respond to high and low sounds			
	Duration Explore and respond to long and short sounds and recognise the steady beat in music heard and performed.			
	Dynamics Explore, respond to and recognise loud, quiet and silence.			
	Tempo Explore, respond to and recognise fast and slow			
	Timbre Explore and respond to one sound and many sounds and sound-makers including vocal sounds.			
	Texture Explore and respond to one and many sounds.			
	Structure Explore and respond to sequences of events and stories, distinguish between same and different.			

Year 1

		AUTUMN	SPRING	SUMMER
Singing and playing instruments	Perform with confidence cumulative songs, building on rhythmic and melodic memory. Explore sounds and begin to use the correct percussion playing techniques. When using instruments showing an awareness and control of the sounds being created.			
Creating and composing	Explore, respond to and recognise patterns of long and short sounds and the steady beat in music heard and performed.			
Notating	Respond to and recognise signs, symbols and other basic graphic notation. Read and play back simple rhythmic notation. Choose, invent and order sign and symbols to represent chosen sounds and patterns.			

Listening and responding, describing and discussion	Explore and respond to different music styles and moods and respond through movement and words. Use emerging vocabulary to share ideas and when responding to listening.			
Musical dimensions	Pitch Explore, responds to and recognise high, middle and low sounds.			
	Duration Explore, respond to and recognise patterns of long and short sounds and the steady beat in music heard and performed.			
	Dynamics Explore and respond to, recognise and identify loud, moderate, quiet and silence.			
	Tempo Explore, respond to, recognise and identify fast, moderate and slow.			
	Timbre Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they can be used.			
	Texture Explore, respond to and recognise solo sounds and layers of sounds.			
	Structure Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses.			

Year 2

		AUTUMN	SPRING	SUMMER
Singing and playing instruments	Use the voice expressively. Chant and sing a wider variety of rhymes and songs, with an awareness of character or mood. Chant and sing a wider variety of rhymes and songs Use simple vocal patterns as accompaniments. Use tuned and un-tuned instruments, demonstrating increasing control and awareness of your sound within a group.			
Creating and composing	Experiment with creating musical patterns, and begin to identify and recognise musical sections Begin to improve their own work and others, through sharing and comparing.			
Notating	Use a variety of symbols and graphic signs.			

	Read simple notated patterns using formal music notation. Notate own musical ideas illustrating musical dimensions including rhythm and pitch.			
Listening and responding, describing and discussion	Listen to and review music of a longer duration. Consider the composers intentions when listening to music. Use musical experiences in your own work. Listen to music from different countries and or different historical periods. Begin to consider how pieces of music make you feel.			
Musical dimensions	Pitch Respond to, recognise and identify higher and lower sounds, and the general shape of melodies. Begin to recognise steps, leaps and repeated notes.			
	Duration Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together.			
	Dynamics Respond to, recognise and identify getting louder and quieter.			
	Tempo Respond to, recognise and identify getting faster and slower.			
	Timbre Identify and choose the way sounds are made and can be used.			
	Texture Respond to and begin to recognise and use different layers including simple accompaniments.			
	Structure Respond to, recognise and identify a range of repetition and contrast structures using Q and A, verse and chorus, ABA			

Year 3

		AUTUMN	SPRING	SUMMER
Singing and playing instruments	Explore the use of the voice as an instrument, developing expression, and awareness of simple layers through partner songs and rounds. Develop instrumental skills and techniques, with increased accuracy and musicality, and awareness of parts around you and your place within that ensemble.			
Creating and composing	Begin to improvise and develop rhythmic and melodic material. Consider how to improve performance and creative work. Use the dimensions within creative work to demonstrate understanding.			
Notating	Use a range of detailed graphic notation. Explore pitch in staff notation beginning to work on step movements.			

Listening and responding, describing and discussion	Listen to reflect how music reflects composers starting points and their choices. Discuss and reflect on musical starting points identifying musical dimensions within the music and discuss using a growing musical vocabulary.			
Musical dimensions	Pitch Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic.			
	Duration Identify how rhythm patterns fit to a steady beat and begin to understand 2,3 and 4 metre.			
	Dynamics Identify, use and understand getting louder and quieter in finer graduation.			
	Tempo Identify, use and understand getting faster and slower in finer graduations.			
	Timbre Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments.			
	Texture Identify the use and purpose of different layers in music heard, created and performed.			
	Structure Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato.			

Year 4

		AUTUMN	SPRING	SUMMER
Singing and playing instruments	Explore the use of the voice as an instrument, developing expression, and awareness of more complex layers through partner songs and rounds. Develop instrumental skills and techniques, with increased accuracy and musicality, and awareness of parts around you and your place within that ensemble.			
Creating and composing	Improvise and compose in groups, whole class and individually using dimensions appropriate to the task. Demonstrate structure and understanding in group work showing that work has a beginning, middle and end.			
Notating	Use a range of detailed graphic, and staff notation as a way of recording ideas and also a way of reading and performing music.			

Listening and responding, describing and discussion	Recognise how to refine and improve work through discussion and practise. Listen to, and begin to understand how composers' communicate their ideas /motivation, their use of devices and the intended impact on the listener. Use musical vocabulary to describe and reflect upon listening.			
Musical dimensions	Pitch Identify melodic shape and explore different scale patterns including pentatonic, major and minor.			
	Duration Identify and understand how rhythm patterns fit to a steady beat using 2,3 and 4 metre.			
	Dynamics Explore how to use dynamics for expressive effect.			
	Tempo Explore how to use tempi for expressive effect.			
	Timbre Identify voice types and a wider range of non-percussion instruments by family and name.			
	Texture Identify and use different types of texture including solo, unison, ostinato parts and simple harmony (drone).			
	Structure Develop understanding of extended conventional structures including Rondo ABACAD and the development of musical ideas within pieces.			

Year 5

		AUTUMN	SPRING	SUMMER
Singing and playing instruments	Extend imaginative use of voice, chant and sing in layers, simple part songs and use of expression and style. Breathing and phrasing. Demonstrate accurate and fluent instrumental playing when playing in ensembles, improvising and composing.			
Creating and composing	Improvise and develop a wider range of rhythmic and melodic material. Use notation to make a record of work, and ICT to record and share work helping to refine and make informed changes through reviewing.			
Notating	Use a range of detailed graphic, and staff notation to accurately record music and as a way of sharing work. Practise notation reading through ensemble activities using pitch percussion work.			

Listening and responding, describing and discussion	Identify, compare and contrast music from a range of historical; and cultural starting points. Use musical vocabulary to help express opinions about music heard and performed.			
Musical dimensions	Pitch Explore, listen and identify a range of different scale patterns including pentatonic, major and minor, it could include raga, chromatic, modes.			
	Duration Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and /or 6			
	Dynamics Understand how a wide range of dynamics can be manipulated for expressive effect.			
	Tempo Understand how a wide range of tempi can be used and manipulated for expressive effect.			
	Timbre Identify instruments within families and different instrumental/vocal combinations.			
	Texture Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments.			
	Structure Explore and use a wider range of development structures (e.g. ABA, Rondo, 12 bar blues, theme and variation) and expressive structures e.g Leitmotif.			

Year 6

		AUTUMN	SPRING	SUMMER
Singing and playing instruments	Further extend imaginative use of voice, experimental vocal effects, chant and sing in layers, part songs and use of expression and style. Demonstrate precise and confident instrumental solo and part playing, with instrumental awareness and awareness of the audience.			
Creating and composing	Improvising with voice and or an instrument both solo and ensemble Compose to fit a variety of musical styles and moods with the ability to work as a team and practise refine and perform work.			
Notating	Use precise notation to accurately record and communicate ideas through a range of activities.			

Listening and responding, describing and discussion	Use a variety of creative activities to interpret music and express an aesthetic response. Express and justify ideas and opinions about music, using a fluent musical vocabulary. Commenting on intended features and effects.			
Musical dimensions	Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major, minor, raga, chromatic, modes. How do they influence music?			
	Duration Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly irregular patterns such as 5 and 7.			
	Dynamics Understand how a wide range of dynamics can be manipulated for expressive effect.			
	Tempo Understand how a wide range of tempi can be used and manipulated for expressive effect.			
	Timbre Identify voices/instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact.			
	Texture Use a range harmonic devices with greater awareness and understanding in different musical contexts.			
	Structure Use of a broader range of development structures and expressive structures.			