

## Music progression of skills

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Pulse/beat/metre</b>	<p><b>ELG Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>To sing a range of well-known nursery rhymes and songs.</li> <li>To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>To watch and follow a steady beat.</li> <li>To find a steady beat.</li> <li>To recognise the time signature 4/4 by ear and notation.</li> <li>To understand that the speed of the beat can change, creating a faster or slower pace (tempo)</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and move in time with a steady beat.</li> <li>To play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.</li> <li>To respond to the 'offbeat' or 'backbeat'.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and move in time with the changing speed of a steady beat.</li> <li>To play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.</li> <li>To identify syncopation and swing.</li> </ul>
<b>Rhythm</b>		<ul style="list-style-type: none"> <li>To recognise long sounds and short sounds, and match them to syllables and movement.</li> <li>To play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</li> <li>To create rhythms using word phrases as a starting point.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise by ear and notation - semibreves, minims, crotchets, quavers and semiquavers, dotted minims and dotted crotchets</li> <li>To copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.</li> <li>To create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers.</li> <li>To understand and explain the difference between beat and rhythm.</li> <li>To recall the most memorable rhythms in a song or piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise by ear and notation - minims, crotchets, quavers, semiquavers and their rests</li> <li>To recognise by ear and notation - 6/8 rhythm patterns, dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests</li> <li>To recognise by ear and notation - 9/8 rhythm patterns, dotted crotchets, triplet quavers and quaver notes and their rests</li> <li>To recognise dotted rhythm in melodies.</li> <li>To copy simple rhythm patterns using the above rhythms.</li> <li>To create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.</li> <li>To recall the most memorable rhythms in a song or piece of music.</li> </ul>
<b>Pitch (melody)</b>		<ul style="list-style-type: none"> <li>To identify the high notes and low notes in a melody. Join in part of a melody.</li> <li>To rehearse and play a simple instrumental melody as a part to go with a song.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and explain what a melody is.</li> <li>To learn to sing and follow a melody by ear and from notation.</li> </ul>	<ul style="list-style-type: none"> <li>To identify major and minor tonality by ear and from notation.</li> <li>To learn to play one or more of four differentiated melodic</li> </ul>

		<ul style="list-style-type: none"> <li>• To identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.</li> <li>• To use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.</li> <li>• To identify and play by ear or notation notes in the tonality of C major.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand melodic movement up and down as pitch.</li> <li>• To learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</li> <li>• To identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D</li> <li>Identify the following scales by ear or from notation: C major F major G major A minor Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Identify and talk about the way vocals are used in a song. Identify and explain: <ul style="list-style-type: none"> <li>• Harmony: two or more notes heard at the same time</li> <li>• Second part: a second musical part, usually a melodic line, that creates harmony</li> </ul> </li> <li>Explore chords I, IV and V in instrumental accompaniments. Explore intervals of 3rd, 5th and octaves. Identify the following tonal centres by ear or from notation: C major F major G major A minor Identify and demonstrate a major and minor scale.</li> </ul>	<p>instrumental parts, by ear and from notation.</p> <ul style="list-style-type: none"> <li>• To identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D</li> <li>• To identify the following scales by ear or from notation: A minor G major D major D minor F major</li> <li>• To identify an interval of a major triad: 3rd, 5th.</li> <li>• To identify an octave by ear or notation.</li> <li>• To copy simple melodies by ear or from reading notation.</li> <li>• To create melodies by ear and notate them.</li> <li>• To use chords C, F, G and A minor by ear or from notation.</li> <li>• To identify the tonal centres of: A minor G major D major D minor F major Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale Blues scale</li> </ul>
<p><b>Tempo</b></p>		<ul style="list-style-type: none"> <li>• To recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> <li>• To change the speed of a steady beat, moving from fast to slow, slow to fast.</li> <li>• To understand that the speed of the beat can change, creating a faster or slower pace.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> <li>• To change the speed of a steady beat moving from fast to slow, slow to fast.</li> <li>• To control the speed of a steady beat, getting faster and getting slower.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> <li>• To change the speed of a steady beat, moving from fast to slow, slow to fast.</li> <li>• To control the speed of a steady beat, getting faster and getting slower.</li> </ul>

			<ul style="list-style-type: none"> <li>• To direct the class in controlling the speed of a steady beat in a class performance.</li> </ul>	<ul style="list-style-type: none"> <li>• To direct the class in controlling the speed of a steady beat in a class performance.</li> <li>• To recognise the connection between tempi and musical styles.</li> <li>• To recognise an effective use of tempo at the end of a song.</li> </ul>
<b>Dynamics</b>		<ul style="list-style-type: none"> <li>• To identify loud and quiet sections of music, and discuss what makes the music loud and quiet.</li> <li>• To understand the meaning of loud and quiet (forte and piano)</li> </ul>	<ul style="list-style-type: none"> <li>• To identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</li> <li>• To identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood.</li> <li>• To identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.</li> </ul>
<b>Timbre</b>		<ul style="list-style-type: none"> <li>• To know the difference between a speaking voice and a singing voice.</li> <li>• To identify friends from the sound of their voice.</li> </ul>	<ul style="list-style-type: none"> <li>• To explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.</li> <li>• To recognise different groups of instruments.</li> <li>• To identify different instruments by ear and through a range of media.</li> <li>• To recognise the difference between the sound of male and female voices.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise a range of ensembles.</li> <li>• To identify instruments that add particular colour to a song or piece of music.</li> <li>• To identify a large range of instruments by ear and through a range of media.</li> <li>• To understand the importance of the vocal warm-up and its impact on the tone of the voice.</li> </ul>
<b>Texture</b>		<ul style="list-style-type: none"> <li>• To understand that singing and playing together creates a musical texture.</li> <li>• To add body percussion accompaniments.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing and play instruments in different-sized groups.</li> <li>• To identify solos and instrumental breaks in songs and music.</li> </ul>

			<ul style="list-style-type: none"> <li>• To identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.</li> <li>• To understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.</li> <li>• To explain the term 'unison' and the difference between unison and solo.</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about solo voices, backing vocals and different vocal textures.</li> <li>• To refer to repeated rhythmic or melodic patterns as riffs/ostinati.</li> <li>• To talk about the different textures created by intervals and chords.</li> <li>• To understand how texture builds throughout a piece as voices are layered.</li> </ul>
<p style="text-align: center;"><b>Structure</b></p>		<ul style="list-style-type: none"> <li>• To join in with a repeated section of a song: the chorus, the response.</li> <li>• To join in with the main tune when it is repeated.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</li> <li>• To identify the instrumental break and its purpose in a song.</li> <li>• To recognise phrases and repeated sections.</li> <li>• To discuss the purpose of a bridge section.</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</li> <li>• To talk about the purpose of musical structures. Identify where changes in texture and tonality help emphasize the contrasting sections in a song.</li> <li>• To recognise that changing the tonality at different points within the song creates different sections to the structure.</li> </ul>