

Amport CE(Aided) Primary School



Music Progression of Skills

	EYFS	Year 1/2		Year 3/4		Year 5/6	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<p>Improvise and Compose</p>	<p>Make up new words and actions about different emotions and feelings. Explore making sound with voices and percussion instruments to create different feelings and moods. Explore storytelling elements in the music and create a class story inspired by the piece. Make up a simple accompaniment using percussion instruments. Make up new lyrics and vocal sounds for different kinds of transport. Explore the range and capabilities of voices through vocal play. Create a sound story using instruments to</p>	<p>Participate in creating a dramatic group performance using kitchen-themed props. Compose music to march to using tuned and untuned percussion. Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Compose new lyrics and create short body percussion patterns to accompany the song. Create rhythm patterns, sequencing them, and 'fixing' them as</p>	<p>Improvise rhythms along to a backing track using the note C or G. Compose call-and-response music. Select instruments and compose music to reflect an animal's character. Create, interpret, and perform simple graphic scores. Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Create action patterns in 2- and 3-time. Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics.</p>	<p>Compose a pentatonic ostinato. Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. Compose a 4-beat rhythm pattern to play during instrumental sections, Working in small groups, sing a call-and response song with an invented drone accompaniment. Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, follow, and create a 'score'.</p>	<p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests. 'Doodle' with voices over the chords in the song. Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. Invent a melody. Compose a pentatonic melody. Create ostinatos.</p>	<p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can develop into fully fledged songs. Improvise freely over a drone. Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove. Compose and perform drum patterns, basslines, and riffs on a variety of</p>	<p>Compose a syncopated melody using the notes of the C major scale. Create song lyrics. Fit lyrics to a pulse, creating a chant. Write a melody and sing it. Structure ideas into a complete song. Compose an 8-bar piece on percussion, in 3-time and using chords F major and C major. Improvise over the chords C minor and G7. Create an accompaniment. Create an extended melody with four distinct phrases. Experiment with harmony. Structure ideas into a full soundtrack. Create a rhythmic piece for drums and percussion instruments.</p>

	<p>represent different animal sounds/movements. Make up new lyrics and accompanying actions. Improvise a vocal/physical soundscape about minibeasts. Develop a song by composing new words and adding movements and props. Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. Compose a three-beat body percussion pattern and perform it to a steady beat. Invent and perform actions for new verses.</p>	<p>compositions using simple notation. Attempt to record compositions with stick and other notations. Create musical phrases from new word rhythms that children invent.</p>				<p>instruments as part of a group. Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question and-answer phrasing. Compose a simple accompaniment using tuned instruments. Create and perform their own class arrangement.</p>	
Sing and Play	Sing with a sense of pitch, following the	Sing a cumulative song from memory, remembering the	Play the melody on a tuned percussion instrument. Sing with good diction.	Sing a call-and-response song in groups, holding long notes confidently.	Sing in a Gospel style with expression and dynamics.	Sing a sea shanty expressively, with accurate pitch and a strong beat.	Sing a syncopated melody accurately and in tune.

	<p>shape of the melody with voices. Mark the beat of the song with actions. Develop a sense of beat by performing actions to music. Sing an action song with changes in speed. Play along with percussion instruments. Perform the story as a class. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</p>	<p>order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. Sing a unison song rhythmically and in tune. Play percussion instruments expressively, representing the character of their composition. Chant together rhythmically, marking rests accurately. Play a simple ostinato on untuned percussion. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. Sing familiar songs in low and high voices, recognising higher and lower</p>	<p>Create, interpret, and perform simple graphic scores. Chant Grandma rap rhythmically, and perform to an accompaniment children create. Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to Hi lo chicka lo that shows the rhythm. Create action patterns in 2- and 3-time. Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Learn an interlocking spoken part. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Demonstrate an internalised sense of pulse through singing games Sing confidently in Polish, and play a cumulative game with</p>	<p>Play melodic and rhythmic accompaniments to a song. Rap accurately and rhythmically with dynamic contrasts. Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes. Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. Play a one-note part contributing to the chords accompanying the verses. Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. Perform vocal percussion as part of a group. Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. Sing solo or in a pair in call-and-response style.</p>	<p>Play a bass part and rhythm ostinato along with This little light of mine. Sing Part 1 of a partner song rhythmically. Perform a whole-class 'rondo' made up of playing and singing. Sing a stepping melody accurately and with clear articulation and diction. Sing swung rhythms lightly and accurately. Learn a part on tuned percussion and play as part of a whole-class performance. Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. Play repeating rhythmic patterns. Count musically. Sing with expression and a sense of the style of the music. Understand triads and play C, F, G major, and A minor. Play an instrumental part as</p>	<p>Play bass notes, chords, or rhythms to accompany singing. Sing in unison while playing an instrumental beat (untuned). Keep the beat playing a 'cup' game. Develop and practise techniques for singing and performing in a Gospel style. Sing a song in two parts with expression and an understanding of its origins. Sing a round and accompany themselves with a beat. Play a drone and chords to accompany singing. Sing a lullaby accurately and with expression. Play an accompaniment using tuned percussion. Sing and play the melody of Kisne banaaya. Sing in a 4-part round accompanied with a pitched ostinato.</p>	<p>Sing and play a class arrangement of the song with a good sense of ensemble. Sing accurately in three parts. Play chords on tuned percussion, ukulele, keyboard, or apps. Sing the chorus of Throw, catch in three-part harmony with dancing.</p>
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<p><b>Listen and appraise</b></p>	<p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p> <p>Respond to music in a range of ways e.g. movement, talking, writing.</p> <p>Enjoy moving freely and expressively to music.</p> <p>Use appropriate hand actions to mark a changing pitch.</p>	<p>Listen and move in time to the song.</p> <p>Respond to musical characteristics through movement.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</p>	<p>Recognise and play echoing phrases by ear.</p> <p>Listen with increased concentration to sounds/ music and respond by talking about them using music vocabulary, or physically with movement and dance.</p> <p>Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</p>	<p>Listen and identify where notes in the melody of the song go down and up.</p> <p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p>Develop active listening skills by responding to musical themes through movement.</p> <p>Understand the structure of rondo form (A-B-A-C-A).</p>	<p>Listen and move in time to songs in a Gospel style.</p> <p>Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skippy' (dotted quaver/ semiquaver), and 'shh' (crotchet rest).</p> <p>Listen and identify similarities and</p>	<p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p> <p>Recognise individual instruments and voices by ear.</p> <p>Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.</p>	<p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Identify features of timbre, instrumentation, and expression in an</p>

	<p>Listen to a piece of classical music and respond through dance.</p> <p>Listen to a range of sea-related pieces of music and respond with movement.</p> <p>Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</p> <p>Listen actively to music in 3/4 time.</p> <p>Find the beat and perform a clapping game with a partner</p> <p>Listen to and talk about folk songs from North America.</p>	<p>Listen to 'Aquarium', reflecting the character of the music through movement.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p>Listen to and copy short rhythm patterns by ear.</p> <p>Mark rests in the song with actions, their voices, and instruments</p> <p>Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</p> <p>Develop awareness of duration and the ability to move slowly to music.</p> <p>Create art work, drawing freely and imaginatively in response to a piece of music.</p> <p>Listen to and copy rhythm patterns.</p> <p>Copy call-and-response patterns with voices and instruments.</p>	<p>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</p> <p>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</p> <p>Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</p> <p>Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').</p> <p>Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</p> <p>Move freely and creatively to music using a prop.</p>	<p>Develop a sense of beat and rhythmic pattern through movement</p> <p>Experience call-and-response patterns through moving with a partner.</p> <p>Listen and compare how different composers have approached creating word-based compositions.</p> <p>Move in time with the beat of the music</p> <p>Recognise and copy rhythms and pitches C-D-E.</p> <p>Move in time with the beat of the music.</p> <p>Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).</p> <p>Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.</p>	<p>differences between acoustic guitar styles.</p> <p>Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</p> <p>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p>Watch a film and analyse it in a musical context.</p> <p>Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>	<p>Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.</p> <p>Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.</p> <p>Understand techniques for creating a song and develop a greater understanding of the songwriting process.</p> <p>Listen and copy back simple rhythmic and melodic patterns</p> <p>Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p> <p>Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p>Show an understanding of why people sing lullabies to babies.</p> <p>Understand the differences</p>	<p>extract of recorded music.</p> <p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create a shadow movement piece in response to music.</p> <p>Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p> <p>Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.</p> <p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</p> <p>Understand different ways that rhymes work in songs.</p> <p>Identify different elements of a song's structure.</p>
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An overview of the skills covered in each year group and strand and how these skills develop through our music scheme of work. This document also shows how knowledge builds in our key areas.