



## Progression of Skills in Music at Northbourne CEP School



### Purpose of Study:

*"Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon."*

In **EYFS**, aspects of Music appear within the area of learning "Expressive Arts and Design" in the Early Years Foundation Stage Framework. In EYFS, children have regular opportunities to engage with the arts, enabling them to explore and play with a range of media and materials - including musical instruments. They should experiment in creating music and then share their creations, explaining the process they have used. They should sing well known nursery rhymes and songs, performing songs, rhymes and poems with others and try to move in time to the music.

In **KS1**, children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes, they should play tuned and untuned instruments, musically. They should listen with concentration and understanding to a range of high-quality live and recorded music. They should experiment with, create, select and combine sounds using the interrelated dimensions of music.

In **KS2**, children extend and develop their knowledge and should be taught to sing and play musically, with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They should improvise and compose for a range of purposes using the interrelated dimensions of music. They should listen with attention to detail and recall sounds with increasing aural memory. They should use and understand staff and other musical notations. They should appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. They should develop an understanding of the history of music.

This Progression of Skills is based on the Model Music Curriculum (MMC). The MMC states the following:

*"The MMC takes as its starting point the ambition that every young person should be able to experience music and to make progress. It is founded on the belief that music enriches individual lives as well as a school's wider community."*

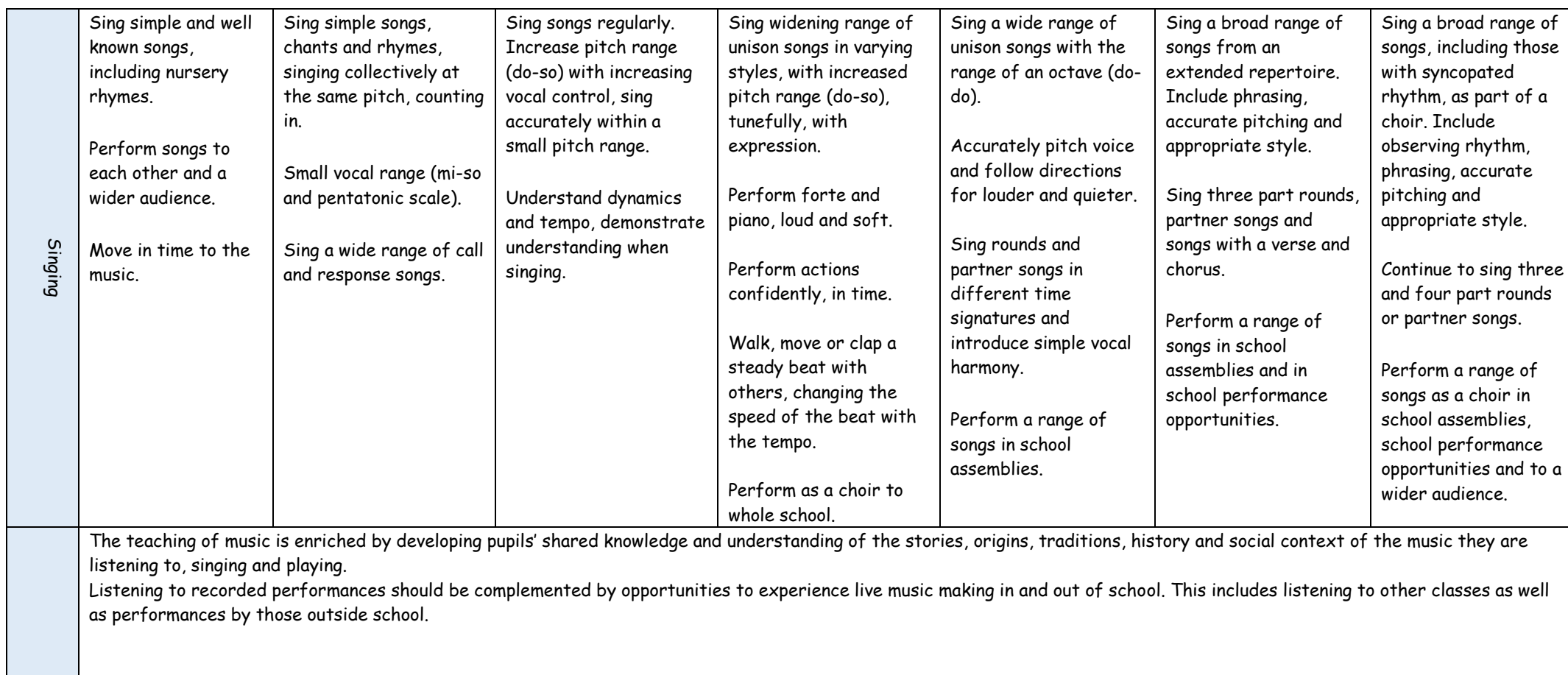
*The MMC aims to support all pupils in their musical progression through the Key Stages. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a clear pathway towards mature musical understanding. Staff notation not only complements developing aural skills, improvisation, memorisation and composition, but also provides the opportunity for pupils to be taught music independently both in class and after they have left school. The foundations of this will be laid at primary school."*



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NC Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.	Chants Pitch Mi-So Call and response songs Question and answer Sequences Rhythm Beat Tempo Body Percussion Classroom Percussion Ostinati (repeated rhythm pattern) Tuned instruments Pulse	Do-so Dynamics Crescendo, Decrescendo Pause Improvise Untuned Percussion Graphic symbols Dot notation Stick notation Beat groupings Crotchets Quavers Crotchet rests Cuckoo interval Melodic phrases Tuned percussion	Unison Forte (loud) Piano (soft) Echo Do, re, mi Note values Staff notation Middle C-E/do-mi Trio Quartet Solo Allegro (fast) Adagio (slow) Stave Paired quavers	Octave (do-do) Crescendo (getting louder) Decrescendo (getting softer) Rounds Partner Songs Time signatures Legato (smooth) Staccato (detached, short and spiky) Pentatonic (scale with 5 notes) Minim Major and minor chords Melody and accompaniment Duet Static and moving parts Scores Texture	Three-part rounds Verse and chorus Drone Groove Fortissimo (very loud) Pianissimo (very quiet) Mezzo forte (moderately loud) Mezzo piano (moderately quiet) Ternary Middle C- C'/do-do' Triads Arrangements Playing by ear Semibreves Semiquavers	Syncopated rhythms Three- and Four-part rounds Octave range Dynamic range (e.g. <i>ff</i> , <i>pp</i> , <i>mf</i> and <i>mp</i> ) Rests (of different values)





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Listening	Listen to and engaging with a wide range of music.	Listen to a wide range of music such as: Rondo all Turca <b>Mozart</b> , Mars from <i>The Planets</i> , <b>Holst</b> , Wild Man <b>Kate Bush</b> , Runaway Blues <b>Ma Rainey</b> , Samba music - Fanfarra	Add to Year 1 range, Night Ferry <b>Anna Clyne</b> , Bolero <b>Ravel</b> , Hound Dog <b>Elvis Presley</b> , With a little help from my friends <b>The Beatles</b> , Indonesian Gamelan - Baris	Add to previous year groups. Hallelujah from <i>Messiah</i> , <b>Handel</b> , Night on the Bare Mountain <b>Mussorgsky</b> , Jai Ro from <i>Slumdog Millionaire</i> <b>A. R. Rahman</b> , I got you (I feel good) <b>James Brown</b> , Indian Classical - Sahela Re	Add to previous year groups. Symphony No 5 <b>Beethoven</b> , O Euchari <b>Hildegard</b> , For the Beauty of the Earth <b>Rutter</b> , Take the 'A' Train <b>Billy Strayhorn/Duke of Ellington Orchestra</b> , Wonderwall, <b>Oasis</b> , Bhabiye Akh Larr Gayee <b>Bhujhangy Group</b> , Tropical Bird <b>Trinidad Steel Band</b>	Add to previous year groups. English Folk Song Suite <b>Vaughan Williams</b> , Symphonic Variations on an African Air <b>Coleridge-Taylor</b> , This Little Babe from <i>Ceremony of Carols</i> , <b>Britten</b> , Play Dead, <b>Bjork</b> , Smalltown Boy <b>Bronski Beat</b> , Jin-Go-La-Ba (Drums of Passion) <b>Babatunde Olatunji</b> , Inkanyezi Nezazi, <b>Ladysmith Black Mambazo</b>	Add to previous year groups. 1812 Overture <b>Tchaikovsky</b> , Connect It <b>Anna Meredith</b> , Say my Name <b>Destiny's Child</b> , Sprinting Gazelle <b>Reem Kelani</b> , Sea Shanties <b>Various</b> , Mazurkas Op. 24 <b>Chopin</b> , Libertango <b>Piazzolla</b>
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Composing	Explore and create music using a wide range of materials and instruments.	Improvise simple vocal chants, question and answer phrases, musical sound effects and short sequences (in response to stimuli).	Create music in response to a non-musical stimulus.	Develop improvisation using voice, tuned and untuned percussion and instruments in whole class/group/individual teaching inventing short 'on-the-spot' responses using limited note range.	Improvise on a limited range of pitches on a tuned instrument (or the one they are learning), making use of musical features including smooth and detached.	Improvise freely over a drone, develop shape and character, use tuned percussion and melodic instruments.	Extend improvisational skills, working in small groups.
	Experiment in creating music and share creations with others.	Understand the difference between creating a rhythm pattern and a pitch pattern.	With a partner, improvise simple question and answer phrases - sung and played on untuned percussion.	Structure musical ideas that have beginning, middle and end.	Begin to make compositional decisions about structure.	Improvise over a single groove, responding to the beat, creating melodic shape, experimenting with a wide range of dynamics.	Create music with multiple sections that include repetition and contrast.
	Describe the process of creating music.	Recognise how graphic notation can represent created sounds.	Use graphic symbols, dot notation and stick notation to record composed pieces.	Compose in relation to different stimuli.	Combine known rhythmic notation with letter names to create short pentatonic phrases. Sing and play these phrases.	Compose melodies made from pairs of phrases in C major or A minor.	Use chord changes as part of an improvised sequence.
		Create own symbols to record own pieces.		Combine known rhythmic notation with letter names to create rising and falling phrases using three notes (do, re, mi).	Create sequences of different note values in 2-, 3- or 4- beat phrases, arranged into bars.	Compose a ternary piece.	Extend improvised melodies beyond 8 beats over a fixed groove.
				Compose song accompaniments on untuned percussion using known rhythms and note values.	Explore developing knowledge of musical components by composing music to create a specific mood.	Use chords to compose music to evoke a specific atmosphere, mood or environment.	Plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale, incorporate rhythmic variety and interest. Play this melody on tuned percussion or orchestral instruments. Notate this melody.
					Introduce major and minor chords.	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.	Compose melodies made from pairs of phrases in G major or E minor.



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					Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.		Enhance these melodies with rhythmic or chordal accompaniment.  Compose a ternary piece, use available music software/apps to create and record it, discussing how musical contrasts are achieved.
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Musicianship/Performing		Pulse/Beat	Pulse/Beat	Performing	Performing	Instrumental Performance	Instrumental Performance
		<p>Walk, move or clap a steady beat with others, change speed of beat with tempo changes in music.</p> <p>Use body percussion and classroom percussion to play repeated rhythm patterns and short pitched patterns on tuned instruments (e.g glockenspiel) to maintain a steady beat.</p> <p>Respond to pulse in recorded/live music through movement and dance.</p> <p><b>Rhythm</b></p> <p>Perform copy-cat rhythms accurately, led by a teacher.</p> <p>Perform short repeating patterns in time to steady beat.</p> <p>Perform word-pattern chants, create, retain</p>	<p>Understand that the speed of a beat can change (change of tempo).</p> <p>Mark the beat of a listening piece by tapping and clapping and recognising tempo changes.</p> <p>Walk in time to the beat of a piece of music, know the difference between right and left to support coordination and shared movement.</p> <p>Begin to group beats in twos and threes by tapping on first beat and clapping on remaining beats.</p> <p>Identify the beat groupings in familiar music listened to or sung regularly.</p> <p><b>Rhythm</b></p> <p>Play copy-cat rhythms</p>	<p>Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range (e.g. Middle C - E/do-mi) as a whole class or small groups.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-me).</p> <p>Individually copy stepwise melodic phrases with accuracy at different speeds. Extend to question and answer phrases.</p> <p><b>Reading Notation</b></p> <p>Introduce the stave, lines and spaces and clef. Use dot notation to show higher or lower pitch.</p> <p>Introduce and</p>	<p>Play and perform melodies following staff notation using a small range (e.g. Middle C - G/do-so) as a small group or whole class.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation, using instruments (if possible).</p> <p>Copy short melodic phrases including those using the pentatonic scale.</p> <p><b>Reading Notation</b></p> <p>Introduce and understand the difference between minims, crochets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C-G/do-so)</p>	<p>Develop facility in a musical instrument over a sustained learning period.</p> <p>Play a melody on tuned percussion or melodic instruments following staff notation using notes within the Middle C - C'/do-do range.</p> <p>Understand how triads are formed, play them on tuned percussion or melodic instruments. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.</p> <p>Develop the skill of playing by ear on tuned instruments, copying</p>	<p>Develop facility in a musical instrument over a sustained learning period.</p> <p>Play a melody following staff notation using notes within an octave range, make decisions about dynamic range.</p> <p>Accompany this melody, and others, using chords or a bass line.</p> <p>Engage with others through ensemble playing.</p> <p><b>Reading Notation</b></p> <p>Further understand the differences between semibreves, minims, crochets, quavers and semiquavers and their equivalent rests.</p> <p>Further develop skills to read and perform</p>



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		<p>and perform own rhythm patterns.</p> <p><b>Pitch</b></p> <p>Compare high and low sounds in the local school environment.</p> <p>Sing familiar songs in both high and low voices and discuss the difference in sound.</p> <p>Explore percussion sounds to enhance story telling.</p> <p>Follow pictures and symbols to guide singing and playing.</p>	<p>and invent rhythms for others to follow on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Read and respond to chanted rhythm patterns and represent with stick notation including crotchets, quavers and crotchet rests.</p> <p>Create and perform own chanted rhythms using same stick notation.</p> <p><b>Pitch</b></p> <p>Play singing games based on cuckoo interval (so-mi), matching voices accurately, supported by a leader playing the melody.</p> <p>Sing short phrases independently within a singing game or short song.</p>	<p>understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>longer phrases and familiar melodies.</p> <p><b>Reading Notation</b></p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for rhythms and note durations.</p>	<p>pitch notation within an octave.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and duration.</p>
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			Respond independently to pitch changes in melodic phrases indicating with actions.  Recognise dot notation and match it to 3 note tunes played on tuned percussion.				
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**In Key Stage 2, pupils will experience and learn the following indicative musical features relating to their understanding of sound:**

	Year 3	Year 4	Years 5 and 6
<b>Rhythm, Metre and Tempo</b>	Downbeats, fast ( <i>allegro</i> ), slow ( <i>adagio</i> ), pulse, beat	Getting faster ( <i>accelerando</i> ), getting slower ( <i>rallentando</i> ), bar, metre	Simple time, compound time, syncopation
<b>Pitch and Melody</b>	High, low, rising, falling, pitch range do - so	Pentatonic scale, major and minor tonality, pitch range do - do'	Full diatonic scale in different keys
<b>Structure and Form</b>	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
<b>Harmony</b>	Drone	Static, moving	Triads, chord progressions
<b>Texture</b>	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
<b>Dynamics and Articulation</b>	Loud ( <i>forte</i> ), quiet ( <i>piano</i> )	Getting louder ( <i>crescendo</i> ), getting softer ( <i>decrescendo</i> ), <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
<b>Instruments and Playing Techniques</b>	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)



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The following table shows the progression of knowledge of the constituent parts of musical notation through Key Stage 2.

	Year 3	Year 4	Year 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (allegro), slow (adagio)	✓	✓	✓
Getting faster (accelerando), getting slower (rallentando)		✓	✓
Stave, lines and spaces, clef, reading dot notation	✓ do-me Range of a 3rd	✓ do-so Range of a 5th	✓ do-do' Range of an octave
Loud (forte)	✓	✓	✓
Quiet (piano)	✓	✓	✓
Getting louder (crescendo), Getting softer (decrescendo)		✓	✓