

# Stickland's Primary School - Music - Progression of Skills

**EYFS Note** - Using document 'Musical development matters' it shows 4 aspects of musical learning and development  
 Hearing and Listening      2.Vocalising and Singing      3.Moving and Dancing      4.Exploring and Playing

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Singing songs with control and using the voice expressively</b>	<p><b>Vocalising and Singing (40-60)</b>                      Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p>Able to sing the melodic shape (moving melody, eg up and down, down &amp; up) of familiar songs.</p> <p>Sings entire songs.</p> <p>May enjoy performing, solo and or in groups.</p> <p>Internalises music, eg sings songs inside his or her head.</p> <p><b>ELG – Being Imaginative and Expressive</b></p> <p>Sing a range of well know nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and when app' try to move in time with music.</p> <p>(Regular nursery/number rhymes) (Assembly singing) (Daily hello songs) (Play songs) (Nativity play in December) (Topic songs – e.g. Billy goats gruff song/rhymes, firework song) (SING UP– <u>Aut term</u> I've got a grumpy face, The sorcerer's apprentice, witch witch, row your boat. <u>Spr term</u> Bird spotting cuckoo polka, shake my sillies out, Up and down, 5 fine bumblebees. <u>Sum term</u> Down there under the sea, It's</p>	<p>To find their singing voice and use their voices confidently</p> <p>Sing a melody accurately and at their own pitch</p> <p>Sing with a sense of awareness of pulse and control of rhythm</p> <p>Recognise phrase lengths and know when to breathe</p> <p>Sing songs expressively</p> <p>Follow pitch movements with their hands and use high, low ad middle voices</p> <p>Begin to sing with control of pitch (eg. Following the shape of the melody</p> <p>Sing with an awareness of other performers</p> <p>Take part in the school KS1 nativity (Year A Autumn Term Sing Up Menu song and Sing Up Colonel Hathi's march) (Year A Spring Term Football ) (Year A Summer term Sing up Dancing and drawing to Nautilus) (Year B Autumn Term Carnival of the Animals) (Year B Spring Term Sing Up Grandma rap and Sing UpSwing-along with Shostakovich</p>	<p>Sing with confidence using a wider vocal range</p> <p>Sing in tune</p> <p>Sing with awareness of pulse and control of rhythm</p> <p>Recognise simple structures. (Phrases)</p> <p>Sing expressively with awareness and control at the expressive elements eg. Timbre, tempo, dynamics</p> <p>Sing songs and create different vocal effects</p> <p>Understand how mouth shapes can affect voice sounds</p> <p>Internalise sounds by singing parts of a song 'in their heads'</p> <p>(Year A Spring Term – Arctic Adventure Sing Up – Arctic Home) (Year A Summer Term – Egyptian Play &amp; Sing Up –Two Piles of Stones ) (Year B – Autumn Term - Sing Up - Living in the Stone Age) (Year B Summer Term – Sing Up – Hey Dumba)</p> <p>10 week Musicianship Programme each year (DMS)</p>	<p>Sing songs with increasing control of breathing, posture and sound projection</p> <p>Sing songs in tune and with an awareness of other parts</p> <p>Identify phrases through breathing in appropriate places</p> <p>Sing with expression and rehearse with others</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together</p> <p>Sing confidently as a class, in small groups and alone, and begin to have and awareness of improvisation with the voice</p> <p>(Year A Autumn Term - Footprints Sing Up - Why we sing &amp; Introduction to songwriting) (Year A Spring Term - To Infinity and Beyond! Sing Up - Building a groove) (Year A Summer Term - Ahoy There! Sing Up - Baloo baleerie) (Year B Autumn Term - My Hero! Sing Up - Composing for protest!) (Year B Spring Term - Extreme Earth Sing Up - Ain't gonna let nobody) (Year B Summer Term - The Mighty Zulus &amp; European Adventure Sing Up - Ames au vala tara bal</p>

	oh so quiet, slap clap clap, bow bow bow Belinda.)	Year B Summer Term Sing Up The rockpool rock and Sing Up Tanczyny labada		
<b>Listening, Memory and Movement</b>	<p><b>Hearing and Listening (40-60)</b></p> <p>Thinks abstractly about music and expresses this physically or verbally eg "This sounds like dinosaurs."</p> <p>Distinguishes and describes changes in music and compares pieces of music, eg "this music started fast then became slow."</p> <p>Associates genres of music with characters and stories.</p> <p>Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.</p> <p><b>ELG – no relating ELG</b></p> <p>Regular opp' through daily routine to listen to and comment on music (Also see sing up topics above for particular sessions) (CD during continuous provisions – songs, stories, stories with songs) (Peter and the Wolf Sum term)</p> <p><b>Moving and Dancing (40-60)</b></p> <p>Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.</p> <p>Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing.</p> <p>Moves in time to the pulse of the music and physically responds to changes in the music,.</p>	<p>Recall and remember short songs and sequences and patterns of sounds</p> <p>Respond physically when performing, composing and appraising music</p> <p>Identify different sound sources</p> <p>Identify well-defined musical features</p> <p><b>Chn to take part in the school KS1 nativity</b> (Year A Autumn Term Sing Up Menu song and Sing Up Colonel Hathi's march) (Year A Spring Term Football ) (Year A Summer term Sing up Dancing and drawing to Nautilus) (Year B Autumn Term Carnival of the Animals) (Year B Spring Term Sing Up Grandma rap and Sing UpSwing-along with Shostakovich Year B Summer Term Sing Up The rockpool rock and Sing Up Tanczyny labada</p>	<p>Identify melodic phrases and play them by ear</p> <p>Create sequences of movements in response to sounds</p> <p>Explore and chose different movements to describe animals</p> <p>Demonstrate the ability to recognise the use of structure and expressive elements through dance</p> <p>Identify phrases that could be used as an introduction, interlude and ending</p> <p>(Year A Autumn Term – A Little Bit of Magic Sing Up – Magic Travel Machine) (Year B Spring Term – Robots - Sing Up – Robotic Reel) (Year B Summer Term – Musical Rainforests)</p> <p>10 week Musicianship Programme each year (DMS)</p>	<p>Internalise short melodies and play these on pitched percussion (play by ear)</p> <p>Create dances that reflect musical features</p> <p>Identify different moods and textures</p> <p>Identify how a mood is created by music and lyrics</p> <p>Listen to longer pieces of music and identify features (Year A Autumn Term - Footprints Sing Up - Why we sing &amp; Introduction to songwriting) (Year A Spring Term - To Infinity and Beyond! Sing Up - Building a groove &amp; Epoca) (Year A Summer Term - Ahoy There! Sing Up - Baloo baleerie) (Year B Autumn Term - My Hero! Sing Up - Composing for protest!) (Year B Spring Term - Extreme Earth Sing Up - Ain't gonna let nobody) (Year B Summer Term - The Mighty Zulus &amp; European Adventure Sing Up - Ames au vala tara bal</p>

	<p>Replicates familiar choreographed dances eg copies dance moves associated with pop songs.</p> <p>Choreographs own dances to familiar music, ind, pairs, sm groups.  <b>(Sing up sessions e.g. cuckoo polak) (Squiggle whilst you wiggle sessions) (Continuous provision) (Peter and the Wolf Sum term) (Go Noodle)</b></p>			
<b>Controlling pulse and rhythm</b>	<p><b>Exploring and Playing (40-60)</b></p> <p>Keeps a steady beat whilst playing instruments</p> <p>Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics</p> <p>Creates rhythms using instruments and body percussion.</p> <p>May play along to the beat of the song they are singing or music being listened to.</p> <p>May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.</p> <p><b>(Sing up sessions)(Play songs) (Hello songs)(Phonics sessions)</b></p>	<p>Identify the pulse in different pieces of music.</p> <p>Identify the pulse and join in, getting faster and slower together</p> <p>Identify long and short sounds in music</p> <p>Perform a rhythm to a given pulse</p> <p>Begin to internalise and create rhythmic patterns</p> <p>Accompany a chant or song by clapping or playing the pulse or rhythm</p> <p><b>Year A and B All chn to understand controlling their voice s and counting a steady pulse</b></p> <p>Chn to understand that the pulse is the heart beat of the song</p> <p>Chn to take part in the school KS1 nativity  <b>(Year A Autumn Term Sing Up Menu song and Sing Up Colonel Hathi's march)</b>  <b>(Year A Spring Term Football )</b>  <b>(Year A Summer term Sing up Dancing and drawing to Nautilus)</b>  <b>(Year B Autumn Term Carnival of the Animals)</b>  <b>(Year B Spring Term Sing Up Grandma rap and Sing UpSwing-along with Shostakovich</b></p>	<p>Recognise rhythmic patterns</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Identify and recall rhythmic and melodic patterns</p> <p>Identify repeated patterns used in a variety of music. (Ostinato)</p> <p><b>(Year A Autumn Term – A Little Bit of Magic Sing Up – Magic Travel Machine)</b>  <b>(Year A Summer Term – Ancient Egypt Sing Up – Two Piles of Stones )</b>  <b>(Year B – Autumn Term - Sing Up - Living in the Stone Age)</b>  <b>(Year B Spring Term – Robots - Sing Up – Robotic Reel)</b>  <b>10 week Musicianship Programme each year (DMS)</b></p>	<p>Identify different speeds of pulse (tempo) by clapping and moving</p> <p>Improvise rhythm patterns</p> <p>Perform an independent part keeping to a steady beat</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats</p> <p>Subdivide the pulse while keeping to a steady beat</p> <p><b>(Year A Autumn Term - Footprints Sing Up - Introduction to songwriting)</b>  <b>(Year A Spring Term - To Infinity and Beyond! Sing Up - Building a groove)</b>  <b>(Year A Summer Term - Ahoy There! Sing Up - Baloo baleerie)</b>  <b>(Year B Autumn Term - My Hero! Sing Up - Shadows)</b>  <b>(Year B Summer Term - The Mighty Zulus &amp; European Adventure Sing Up - Ames au vala tara bal</b></p>

		<b>Year B Summer Term Sing Up The rockpool rock and Sing Up Tanczomy labada</b>		
<b>Exploring sounds, melody and accompaniment</b>	<p><b>Exploring and Playing (40-60)</b></p> <p>Creates music based on a theme eg creates the sounds of a storm</p> <p>Finds and records sounds using recording devices. <b>(Continuous provision opportunity)</b></p> <p>Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. <b>(Sing up sessions) (Dough disco)</b></p>	<p>To explore different sound sources</p> <p>Make sounds and recognise how they can give a message</p> <p>Identify and name classroom instruments</p> <p>Create and choose sounds in response to a given stimulus</p> <p>Identify how sounds can be changed</p> <p>Change sounds to reflect different stimuli</p> <p><b>Chn to take part in the school KS1 nativity (Year A Autumn Term Sing Up Menu song and Sing Up Colonel Hathi's march) (Year A Spring Term Football ) (Year A Summer term Sing up Dancing and drawing to Nautilus) (Year B Autumn Term Carnival of the Animals) (Year B Spring Term Sing Up Grandma rap and Sing Up Swing-along with Shostakovich Year B Summer Term Sing Up The rockpool rock and Sing Up Tanczomy labada</b></p>	<p>Identify ways sounds are used to accompany a song</p> <p>Analyse and comment on how sounds are used to create different moods</p> <p>Explore and perform different types of accompaniment</p> <p>Explore and select different melodic patterns</p> <p>Recognise and explore different combinations of pitch sounds <b>(Year A Autumn Term – A Little Bit of Magic Sing Up – Magic Travel Machine) (Year A Spring Term – Arctic Adventure Sing Up – Arctic Home) (Year A Summer Term – Ancient Egypt Sing Up – Two Piles of Stones ) (Year B – Autumn Term - Sing Up - Living in the Stone Age) 10 week Musicianship Programme each year (DMS)</b></p>	<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'</p>
<b>Control of instruments</b>		<p>Play instruments in different ways and create sound effects</p> <p>Handle and play instruments with control</p> <p>Identify different groups of instruments</p>	<p>Identify melodic phrases and play them by ear</p> <p>Select instruments to describe visual images.</p> <p>Choose instruments on the basis of internalised sounds</p>	<p>Identify and control different ways percussion instruments make sounds</p> <p>Play accompaniments with control and accuracy</p>

		<p>Year A Spring term Ocarina lessons Year B Spring term Ocarina Lessons</p>	<p>(Year A Autumn Term – A Little Bit of Magic Sing Up – Magic Travel Machine) (Year B Summer Term – Musical Rainforests)</p> <p>10 week Musicianship Programme each year (DMS)</p>	<p>Create different effects using combinations of pitched sounds</p> <p>Use ICT to change and manipulate sounds</p> <p>(Year A Spring Term - To Infinity and Beyond! Sing Up - Building a groove) (Year A Summer Term - Ahoy There! Sing Up - Baloo baleerie) (Year B Spring Term - Extreme Earth Sing Up - Ain't gonna let nobody) (Year B Summer Term - The Mighty Zulus &amp; European Adventure Sing Up - Ames au vala tara bal</p>
Composition		<p>Contribute to the creation of a class composition</p> <p>Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'</p> <p>Create various sounds using percussion instruments to create a sound track for books including "We're going on a bears hunt" (Year A Autumn Term Sing Up Menu song and Sing Up Colonel Hathi's march) (Year A Spring Term Football ) (Year A Summer term Sing up Dancing and drawing to Nautilus) (Year B Autumn Term Carnival of the Animals) (Year B Spring Term Sing Up Grandma rap and Sing Up Swing-along with Shostakovich Year B Summer Term Sing Up The rockpool rock and Sing Up Tanczomy labada</p>	<p>Create textures by combining sounds in different ways</p> <p>Create music that describes contrasting moods/emotions</p> <p>Improvise simple tunes based on the pentatonic scale</p> <p>Compose music in pairs and make improvements to their own work</p> <p>Create an accompaniment to a known song</p> <p>Create descriptive music in pairs or small groups</p> <p>(Year B Spring Term – Robots - Sing Up – Robotic Reel) (Year B Summer Term – Musical Rainforests) 10 week Musicianship Programme each year (DMS)</p>	<p>Identify different starting points or composing music</p> <p>Explore, select combine and exploit a range of different sounds to compose a soundscape</p> <p>Write lyrics to a known song</p> <p>Compose a short song to own lyrics based on everyday phrases</p> <p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition</p> <p>(Year A Autumn Term - Footprints Sing Up - Introduction to songwriting) (Year A Spring Term - To Infinity and Beyond! Sing Up - Building a groove) (Year A Summer Term - Ahoy There! Sing Up - Baloo baleerie) (Year B Autumn Term - My Hero! Sing Up - Composing for protest!) (Year B Summer Term - The Mighty Zulus &amp; European Adventure Sing Up - Ames au vala tara bal</p>
Reading and writing notation		<ul style="list-style-type: none"> <li>Perform long and short sounds in response to symbols</li> <li>Create long and short sounds on instruments</li> </ul>		<p>Perform using notation as a support</p>

		<ul style="list-style-type: none"> <li>• Play and sing phrase from dot notation</li> <li>• Record their own ideas</li> <li>• Make their own symbols as part of a class score</li> </ul> <p>KS1 6 weeks Spring term Year A and Year B chn will learn to follow music notation and play ocarina. Class 3 - 10 week Musicianship Programme each year (DMS)</p>		<p>Sing songs with staff notation as support (Year A Spring Term - To Infinity and Beyond! Sing Up - Building a groove) (Year A Summer Term - Ahoy There! Sing Up - Baloo baleerie) (Year B Autumn Term - My Hero! Sing Up - Composing for protest!)</p>
<b>Performance skills</b>	<p>(Nativity performance in December) (Possible story/song performance – traditional tales) (Regular opportunities to perform in front of class)</p>	<p>Perform together and follow instructions that combine the musical elements Every year Chn to perform a Nativity Also performances in church and in front of an audience in assemblies</p>	<p>Perform in different ways, exploring the way the performers are a musical resource  Perform with awareness of different parts Class 3 – Every term, chn perform together in front of an audience (see all units above).</p>	<p>Present performances effectively with awareness of audience, venue and occasion Ravens' class – Every term, children perform together in front of an audience (see all units above)</p>
<b>Evaluating and appraising</b>		<p>Choose sounds and instruments carefully and make improvements to their own and others' work Year A Summer term Chn take it in turns to play their compositions either electronic music and percussion instruments instruments.</p>	<p>Recognise how music can reflect different intentions  Class 3 - 10 week Musicianship Programme each year (DMS) (Year B – Summer Term – Musical Rainforests.) (Year A Spring Term – Arctic Adventure Sing Up – Arctic Home)</p>	<p>Improve their work through analysis, evaluation and comparison Ravens' class – Every unit provides opportunity for reflection and improvement (see all units above)</p>