

MUSIC CURRICULUM PROGRESSION OF SKILLS



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rhythm and Pulse	<p>To learn and experience what is meant by a pulse or a steady beat.</p> <p>To learn to keep a steady pulse through actions or body percussion.</p> <p>To continue to consolidate subconscious understanding of pulse through practical activities - such as clapping games with partners.</p> <p>To follow a pulse at varying tempos.</p> <p>To copy back 4 beat rhythms - incorporating one beat rests.</p> <p>To learn the place of a rest in music and to incorporate this into their knowledge of rhythms.</p> <p>To follow cue word actions, move and choose partners within a musical time frame.</p>	<p>To continue to develop a feel for keeping a steady pulse by clapping and partner games at different speeds (tempi).</p> <p>Marking beats within a 4 beat metre.</p> <p>To learn to keep a pulse through actions while singing a song.</p> <p>To understand the difference between rhythm and pulse.</p> <p>To recognise and respond to ostinatos.</p> <p>To learn to internalise rhythms and phrases with increasing aural memory.</p> <p>To combine a steady beat and rhythms to accompany a melody.</p>	<p>To keep a steady pulse while chanting.</p> <p>To internalise and recall sounds with increasing aural memory.</p> <p>To chant and perform increasingly complex actions to a steady pulse.</p> <p>To internalise and recall rhythm patterns through voice and body percussion with increasing aural memory.</p>	<p>To keep a steady pulse while chanting.</p> <p>To internalise and recall sounds with increasing aural memory.</p> <p>To create musical patterns.</p> <p>To chant and perform increasingly complex actions to a steady pulse.</p> <p>To accurately internalise and recall rhythm patterns and melodies.</p> <p>To clarify the difference between the pulse and the rhythm.</p> <p>To internalise and recall more complex rhythm patterns.</p>	<p>To chant to a steady pulse.</p> <p>To learn cue word actions to new games and to improvise movements to signify a REST.</p> <p>To develop musical memory by internalising and recalling a 16-beat rhythm pattern.</p>	<p>To keep to a steady pulse while playing chanting games.</p> <p>To pass a tap steadily around the circle while singing and to show awareness of rests.</p> <p>To develop musical memory by internalising and recalling a 16-beat rhythm pattern</p> <p>To recognise syncopated rhythms.</p>

<p>Pitch</p>	<p>To establish the difference between a singing and speaking voice.</p> <p>To begin to recognise high and low pitches.</p> <p>To pitch match and sing solos on the notes So, Mi and La.</p> <p>To learn to make higher and lower notes with their voices</p>	<p>To sing the solfa names of So, Mi and La, and to use the hand signs.</p> <p>To identify and respond to changes in pitch</p>	<p>To recognise and sing the intervals between Do,Re, Mi, So and La using hand signs to support.</p>	<p>To consolidate singing intervals in the pentatonic scale (Do,Re,Mi,So, La) and using hand signs.</p>	<p>To consolidate singing intervals in the pentatonic scale (Do,Re,Mi,So, La) and using hand signs.</p>	<p>To consolidate singing intervals in the pentatonic scale (Do,Re,Mi,So, La) and using hand signs.</p>
<p>Singing</p>	<p>To learn and take part in new singing games.</p> <p>To use voices expressively and creatively.</p> <p>To sing with a sense of shape of the melody.</p> <p>To internalise parts of a song and clap accurate rhythms.</p>	<p>To learn and take part in new and familiar singing games.</p> <p>To sing with a sense of shape of the melody and with rhythmic accuracy.</p> <p>To clap and stamp to a steady pulse while singing.</p> <p>To sing a solo or in a small group with confidence and to move within a clear musical time frame.</p> <p>To follow cue word actions.</p> <p>To improvise actions to a steady pulse.</p> <p>To sing in two parts to a steady beat.</p>	<p>To sing in unison with clear diction and control of pitch.</p> <p>To learn new singing and action games.</p> <p>To sing with melodic and rhythmic accuracy and learn a sequential pattern of movements.</p> <p>To keep in time with a regular pulse.</p> <p>To read and perform rhythm patterns accurately.</p> <p>To internalise, memorise and pass on rhythms.</p> <p>To practise and perform in a group.</p> <p>To learn playground games.</p> <p>To bounce and catch to a steady pulse while singing, to skip to a steady pulse while chanting, and to jump and chant to a steady pulse while playing French elastics.</p>	<p>To sing in unison and in 2 parts with clear diction and with a sense of phrase.</p> <p>To hum and internalise words while following cue word actions.</p> <p>To coordinate specific rhythms with given actions.</p> <p>To play accurate rhythms on claves.</p> <p>To play claves in canon.</p> <p>To throw, catch and pass a ball to a steady pulse.</p>	<p>To sing with clear diction and a sense of phrase.</p> <p>To learn movements and actions to fit with rhythmic phrases.</p> <p>To perform actions while internalising a song.</p> <p>To sing and play a game in canon.</p> <p>To co-ordinate bouncing and catching a ball to a steady pulse.</p>	<p>To sing with clear diction and in 2 parts.</p> <p>To learn dance movements and actions to accompany a song.</p> <p>To sing in a round.</p> <p>To sing and play 2 singing games simultaneously, maintaining their own part with an awareness of how the other song fits in.</p>
<p>Notation</p>	<p>To make conscious the first rhythm symbols Ta and Te-te and relate these to a known chant.</p> <p>To read 4-beat rhythm patterns.</p>	<p>To read and internalise rhythm patterns including Ta, te-te and rests.</p> <p>To read and sing notation using Ta, te-te and So and Mi</p> <p>To read pitch line notation</p> <p>To read and perform using simple graphic notation</p>	<p>To sing from notated rhythm and pitch patterns using Ta, Te-te, Z and Do,Re,Mi,So,La (full pentatonic notation)</p> <p>To relate musical symbols to actions.</p>	<p>To learn to recognise and read different rhythm symbols within phrases using TA, Te-Te- and REST.</p>	<p>To read rhythm notations</p> <p>To introduce the rhythm Ta-a (I)</p>	<p>To read rhythm notations containing Ta-a, Ta, Te-te and rest (I B A G)</p>

<p>Playing an Instrument</p>	<p>To transfer experience of rhythm patterns on to percussion instruments.</p> <p>To explore different instrumental sounds and how they can be played.</p> <p>To play tuned instruments to a steady pulse as an accompaniment to singing.</p> <p>To continue to practise following gestures, symbol and word-cue instructions while playing un-tuned percussion instruments.</p> <p>To play to a steady pulse as an accompaniment to their singing.</p> <p>To count, internalise and play on a chosen number.</p> <p>To comment on the different sounds of the instrument categories.</p> <p>To accompany their singing by playing instruments in two parts.</p> <p>To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.</p> <p>To vary dynamics and tempo when playing (play fast, slow, loud and quiet)</p>	<p>To transfer experience of rhythm and pulse on to percussion instruments.</p> <p>To continue to play un-tuned instruments accurately, following the instructions of gestures, symbol cards and word cues.</p> <p>To listen, internalise and play more complex rhythm patterns, keeping a steady pulse.</p> <p>To recall and improvise 4-beat rhythm patterns on instruments.</p> <p>To play to a steady pulse to accompany their singing.</p> <p>To internalise word patterns and play instruments in 2 parts.</p> <p>To hold one rhythm pattern while others are playing different patterns.</p> <p>Playing pitch lines on tuned percussion.</p>	<p>To play pentatonic melodies on tuned instruments from notation with accuracy.</p> <p>To use tuned instruments to play rhythm, pulse and to pick out melodies.</p> <p>To play pulse and rhythm on tuned instruments with control and accuracy.</p> <p>To internalise the rhythm and melody of a song.</p> <p>To use ostinatos to create layers of sound.</p> <p>To play un-tuned instruments with rhythmic accuracy.</p> <p>To play as an accompaniment to chanting and on key words.</p> <p>To play while using thinking voices.</p>	<p>To play rhythmic phrases on percussion instruments.</p> <p>To internalise the rhythm of a song through voice and body percussion.</p> <p>To play the same rhythm on un-tuned instruments with control and accuracy.</p> <p>To create layers of sound with ostinatos.</p> <p>To play pulse and rhythm on tuned instruments with control and accuracy.</p> <p>To internalise the rhythm and melody of a song through voice and body percussion.</p> <p>To create layers of sound with tuned ostinatos.</p>	<p>To play rhythm patterns on percussion instruments</p> <p>To play tuned and un-tuned instruments with control and accuracy.</p> <p>To internalise the rhythm and melody of a song.</p> <p>To use ostinatos to create melodic layers.</p>	<p>To play instruments to accompany a composition.</p>
<p>Improvisation</p>	<p>To improvise actions to a steady pulse.</p> <p>To improvise melodies on xylophones.</p> <p>To improvise descriptive music.</p>	<p>To improvise instrumental patterns.</p>	<p>To improvise rhythm patterns as part of a class performance.</p>	<p>To improvise rhythm patterns as part of a class performance.</p>	<p>To improvise rhythmic patterns using body percussion and movement.</p>	<p>To improvise as part of a class piece.</p> <p>To improvise 4-beat rhythm patterns in both class and group performances.</p>
<p>Composition</p>	<p>To create musical patterns by writing 4-beat rhythms and pitch phrases.</p> <p>To create music on their own and with others.</p> <p>To respond to images.</p> <p>To understand that music can tell a story.</p>	<p>To compose rhythm patterns in groups</p> <p>To be part of a class composition.</p> <p>To compose 4-beat rhythm patterns, practise and perform them on instruments.</p>	<p>To create musical patterns.</p> <p>To work in a group to create 4-beat rhythm sequences with words, based around a theme.</p> <p>To experiment with ostinatos and begin to layer sounds.</p>	<p>To create musical patterns in 3 parts with pulse, rhythm and ostinatos.</p> <p>To compose and play rhythm rounds in groups using voices, body percussion and instruments.</p> <p>To compose rhythm and pitch notations for the class to practise and perform.</p>	<p>To invent clapping and movement sequences to a pulse and to perform.</p> <p>To compose sequences in groups, building and reducing layers of movement.</p> <p>To create 3 layers of sound using drones, ostinatos and melodies</p>	<p>To create clapping routines to a steady pulse, being inventive with rhythm patterns and actions.</p> <p>To compose rhythm rounds in groups, using voices, body percussion and instruments.</p> <p>To compose rhythm/action sequences in groups, building and reducing layers.</p>

	<p>To create music that matches an event in a story.</p> <p>To create two contrasting textures.</p> <p>To create a soundscape as part of a song performance.</p>	<p>To explore timbre and texture to understand how sounds can be descriptive.</p> <p>To compose music to illustrate a story.</p> <p>To combine sounds to make a musical effect.</p>			<p>To compose 8-beat rhythm patterns in groups.</p>	
Performance and Appraisal	<p>To learn to keep a pulse through actions and body percussion through playful songs and chants.</p> <p>To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse (body percussion and instruments)</p> <p>To transfer experience of rhythm patterns on to percussion instruments. To relate these skills to a known chant.</p> <p>To practise and perform 4 beat rhythm and pitch phrases in groups.</p> <p>To explore and control dynamics, duration and timbre using voices, body percussion and instruments.</p> <p>To identify a sequence of sounds (structure) in a piece of music.</p> <p>To use the vocabulary: fast, slow, loud, quiet when describing music.</p> <p>To analyse the duration and dynamics of sounds.</p> <p>To understand a simple musical structure by listening and responding.</p>	<p>To work collaboratively.</p> <p>To listen to each other, start and finish at the same time and keep a steady pulse.</p> <p>To perform rhythm patterns in groups.</p> <p>To perform and appraise.</p> <p>To appraise and improve their work.</p> <p>To match descriptive sounds to images.</p> <p>To rehearse and refine to develop a performance.</p> <p>To listen to own composition and evaluate it.</p> <p>To use simple musical vocabulary to describe music.</p> <p>To listen to with concentration to a piece of orchestral music and make observations.</p> <p>To listen and respond to contemporary orchestral music.</p> <p>To perform a rap section of an undated nursery rhyme.</p> <p>Performing to an audience.</p>	<p>To rehearse and present performances. To appraise and improve their work.</p> <p>To perform a composition keeping a steady pulse throughout.</p> <p>To feel and play the different rhythms of the words.</p> <p>To present performances.</p> <p>To appraise and improve their work.</p> <p>To practise and perform as a class and individually.</p>	<p>To rehearse and perform in groups - playing pulse, rhythm and ostinatos on instruments.</p> <p>To listen to each other and keep in time.</p> <p>To perform in two parts.</p>	<p>To take part in pieces with 3 layers of sound, including ostinatos.</p> <p>To maintain their own part with an awareness of how the other parts fit together.</p> <p>To appraise my performance using key vocabulary.</p>	<p>To maintain their own part with an awareness of how the other parts fit together.</p> <p>To perform in groups.</p> <p>To appraise my performance using key vocabulary.</p>