



# Poringland Primary School and Nursery

## Music Key Skills and Knowledge Progression

Music is delivered through a spiral curriculum. Pupils continually revisit musical concepts with added depth and application of skill and knowledge, building incremental progress over time.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Musicianship</b>	<p>Experience moving to a steady <b>beat</b> in a group, in pairs, and by self.</p> <p>Copy/show beat actions through upper body gross motor movement, walking, and playing steady beat on an instrument.</p> <p>Clap/play rhythm to syllables of known rhymes and songs. Use one sound and two sounds to a beat.</p>	<p>Identify the <b>beat</b> (pulse) of a tune.</p> <p>Walk, move, or clap a steady beat, changing the speed of the beat as the speed (<b>tempo</b>) of the music changes.</p> <p>Use body percussion and class percussion to play repeated <b>rhythm</b> patterns. Use tuned instruments to play pitched patterns while maintaining a steady beat.</p> <p>Explore percussion sounds to enhance story telling.</p> <p>Understand the difference between creating a <b>rhythm pattern</b> and a <b>pitch pattern</b>.</p> <p>Perform word-pattern chants; create, retain, and perform own rhythm charts.</p>	<p>Identify the <b>beat</b> (pulse) of a tune.</p> <p>Mark the beat of a piece of music by tapping or clapping and respond to changes in tempo.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indication with actions (stand up/sit down, hands high, middle or low).</p> <p>Know <b>pitches</b> can be next to each other or far apart.</p> <p>Recognise <b>dot notation</b> and match it to 3-note tunes played on tuned percussion.</p>	<p>Introduce the <b>stave, lines and spaces, bar lines, double bar lines and clef</b>.</p> <p>Introduce and understand the differences between <b>crotchets, minim, quavers &amp; semi-quavers</b>.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>Use the terms: <b>pitch, pulse, dynamics &amp; rhythm</b> confidently.</p> <p>Experience beat groupings in 2s, 3s &amp; 4s, clapping or tapping on beat 1.</p> <p>Use notes: C D E G A (pentatonic)</p>	<p><b>WCET: ukulele</b></p> <p>Recognise the notes C-C on the musical <b>stave</b>.</p> <p>Recognise and understand the symbols for a <b>minim, crotchet, paired quavers, semibreve and rest</b> and say how many beats they represent.</p> <p>Follow simple <b>rhythmic scores</b> to a steady beat, maintain individual parts accurately within the rhythmic <b>texture</b>.</p> <p>Read, write and <b>perform pitch notation</b>: graphic, dots, tablature and stave.</p> <p>Use the terms: <b>pitch, pulse, dynamics, rhythm &amp; timbre, tempo</b> confidently when describing a piece of music.</p> <p>Understand the difference between 2/4, 3/4 and 4/4 time</p>	<p>Further understand the symbols for <b>semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers</b> and say how many beats they represent.</p> <p>Read and perform <b>pitch notation</b> within an octave.</p> <p>Read and play short <b>rhythmic phrases</b> at sight, using conventional symbols for known note durations.</p> <p>Recognise sound differences in <b>major</b> and <b>minor</b> chords.</p> <p>Understand how <b>triads</b> (chords) are formed and play them on tuned percussion, melodic instruments, or keyboards.</p> <p>Identify and describe the sound</p>	<p>Further understand the symbols for <b>semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers</b> and their <b>equivalent rests</b>, and say how many beats they represent.</p> <p>Further develop the skills to read and perform pitch notation within an octave.</p> <p>Read and play confidently from rhythmic scores in up to 4 parts that contain known note durations.</p> <p>Read and play from notation a four-bar phrase, identifying note names and durations.</p>



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		<p>Follow pictures &amp; symbols to guide singing and playing, e.g. 4 dots = 4 taps on a drum</p> <p>Understand beat, 2 sounds to a beat, beat rest.</p>	<p>Understand beat, 2 sounds to a beat, beat rest, sound lasting for 2 beats.</p>		<p>signatures by clapping on the 1<sup>st</sup> beat.</p>	<p>of instruments within a piece of music, referring to the inter-related dimensions.</p>	
Singing	<p>Sing to self and make up songs.</p> <p>Learn to pitch by teacher matching child in pitch and echo work.</p> <p>Build a repertoire of rhymes and songs and know the difference between speaking, singing, and inner voice.</p> <p>Sing familiar songs in groups and on own.</p> <p>Add some vocal musical contrasts and expression (happy, sad, excited, spiky, smooth) into songs.</p> <p>Know the difference between speaking voice and singing voice.</p>	<p>Sing simple songs, chants, and rhymes from memory.</p> <p>Identify &amp; trace/follow simple melodic shape of high &amp; low whilst singing songs.</p> <p>Understand and identify higher &amp; lower sounds (octave, 3<sup>rd</sup>, 5<sup>th</sup>)</p>	<p>Sing songs with increasing vocal control and accurate pitch.</p> <p>Know the meaning of <b>dynamics</b> and <b>tempo</b> and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. (<b>crescendo, decrescendo, pause</b>)</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Use chants &amp; rhymes to begin singing in parts, extending to sing in simple rounds.</p> <p>Sing known songs whilst tapping/clapping a short &amp; simple ostinato.</p>	<p>Sing a wide range of unison songs of varying styles &amp; structures and structures.</p> <p>Sing tunefully, clearly and with expression &amp; understanding.</p> <p>Perform <b>forte</b> and <b>piano</b> (loud and soft).</p> <p>Perform actions confidently and in time to a range of <b>action songs</b>.</p> <p>Sing easy rounds.</p>	<p>Perform with control over voice and awareness of others, taking direction from a conductor.</p> <p>Sing a simple second part to introduce <b>vocal harmony</b>.</p>	<p>Sing a broad range of songs with a sense of <b>ensemble</b> and performance.</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Sing with <b>accurate pitching</b> and appropriate style.</p> <p>Sing <b>major</b> and <b>minor</b> songs (happy/sad).</p>	<p>Sing a broad range of songs, including those that involve <b>syncopated rhythms</b>.</p> <p>Observe <b>rhythm, phrasing, accurate pitching</b> and appropriate style when singing.</p> <p>Sing three and four-part rounds and partner songs.</p>



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			Identify known songs from their melodic shape.				
Active listening	<p>Identify simple <b>rhythms</b> of one and two sounds to a beat from known rhymes and songs, or from picture books.</p> <p>Trace the melodic shape (high and low pitches) of known songs.</p> <p>Recognise rhymes and songs from melody being hummed, or rhythm being tapped.</p> <p>Say or sing rhymes and songs in head and out loud, in sequence to develop secure knowledge of song in inner hearing.</p> <p>Explore different instrument types and families and how they make sound.</p> <p>Describe sound qualities (e.g., spiky/smooth and one or more sounds), and how sound can be changed, (e.g.,</p>	<p>Recognise changes in <b>pitch</b>.</p> <p>Listen to <b>rhythms</b> and clap them back.</p> <p>Use inner/thinking voice to hear sounds in own head/feel beat and rhythm in own body.</p> <p>Begin to identify some instruments by the sound that they make.</p> <p>Identify sounds in environment by contrasting qualities: Long/short (<b>rhythm</b>) Slow/fast (<b>tempo</b>) High/low (<b>pitch</b>) Loud/quiet (<b>dynamics</b>) Spiky/smooth <i>tone colour</i> (<b>timbre</b>) One sound/several sounds heard at same time (<b>texture</b>)</p> <p>Experience &amp; understand simple form e.g. verse and chorus.</p>	<p>Copy and also create <b>rhythms</b> for others to copy using names, colours, animals or other words.</p> <p>Recognise changes in <b>pitch</b> and <b>dynamics</b>.</p> <p>Identify more instruments by the sound that they make.</p> <p>Discuss how songs make you and others feel.</p> <p>Experience live and recorded music, in and out of school.</p> <p>Identify &amp; discuss musical qualities using elements of music (see Y1)</p> <p>Experience &amp; understand simple form, e.g Section A &amp; Section B, &amp; that the same thing can be repeated.</p>	<p>Begin to recognise and describe changes in <b>tempo</b> and <b>timbre</b>.</p> <p>Listen to the instrumentation and style of the music.</p> <p>Identify <b>structure</b> in music, e.g. beginning, middle and end.</p> <p>Correctly order short musical phrases using dot notation.</p> <p>To elements of music from Y1, add tempos <b>Allegro</b> (fast)/<b>adagio</b> (slow)</p>	<p>Recognise the style of music and important musical features of the style &amp; use musical vocabulary to describe.</p> <p>Identify 2/4, 3/4 and 4/4 metre.</p> <p>Describe the <b>texture</b> and <b>structure</b> of a piece of music.</p> <p>Identify and describe instruments within a piece of music. Identify major and minor sounds.</p>	<p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Recognise the style of music and important musical features of the style.</p> <p>Understand what a musical <b>introduction</b> is and its purpose.</p> <p>Compare two songs in the same style.</p> <p>Discuss the message of a song.</p> <p>Copy melodies that move in steps.</p>	<p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Understand what a musical <b>outro</b> is and its purpose.</p> <p>Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions.</p> <p>Identify how techniques &amp; effects are made on instruments e.g. pizzicato, tremolo, glissando, legato, staccato.</p>



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	<p>fast/slow, loud/quiet, long/short).</p> <p>Listen to a wide variety of music from different times and genres.</p>	<p>Develop understanding of provenance of music they sing, play &amp; listen to.</p>					
<p><b>Performing</b></p>	<p>Play in large and small groups and as a soloist.</p> <p>Play simple beat (one sound) and rhythm (two even sounds) together. First. child plays beat whilst practitioner claps the rhythm, progress to child plays rhythm, progress to one group of children play beat and another play rhythm, then one child on each part.</p> <p>Copy body percussion movements to show similar and contrasting sections of music e.g. section A, section B.</p> <p>Play instruments to match the structure of music, e.g., play quietly when the music is quiet, stop</p>	<p>Respond to simple visual &amp; aural directions (e.g. counting in, loud/soft).</p> <p>Play an instrument, beginning to take care with their technique.</p> <p>Perform known chants, rhymes &amp; songs using voice &amp; tuned/untuned instruments.</p> <p>Sing &amp; play on tuned &amp; untuned instruments simple question &amp; answer phrases.</p>	<p>Play a musical part in time with a <b>steady pulse</b> with/without a simple ostinato.</p> <p>Listen to and follow musical instructions from a leader (conductor).</p> <p>Read &amp; perform 3 note patterns.</p> <p>Follow notation using their own symbols, dots or stick notation. Add easy accompaniment to known songs, using echo and canon textures.</p>	<p>Perform as a choir in school assemblies.</p> <p>Play tuned percussion or a melodic instrument following <b>staff notation</b> using up to three notes as a whole class or in small groups.</p> <p>Copy melodic phrases which move in steps with accuracy at different speeds; allegro and adagio (fast and slow).</p> <p>Play and sing in time with the <b>pulse</b>.</p>	<p>Perform a range of songs in school assemblies.</p> <p>Read and perform <b>pitch notation</b> using up to 5 notes.</p> <p>Develop the basic skills of the ukulele over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range of notes as a whole class or small groups.</p> <p>Perform in two or more parts (e.g. <b>melody</b> and <b>accompaniment</b> or a <b>duet</b>).</p> <p>Know the meaning of and use in performance: <b>crescendo/decrescendo</b> (getting louder/quieter) <b>Legato/staccato</b> (smooth/detached)</p> <p>Experience <b>leading/conducting</b> the playing of music.</p>	<p>Perform solos or as part of an ensemble.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p> <p>Communicate the words of a song effectively to convey meaning.</p> <p>Sing or play following standard notation written on one stave with confidence.</p> <p>Discuss what went well about a performance and what could have been better.</p> <p>Lead a performance section.</p>	<p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Play a melody following staff notation written on one stave. Make decisions about dynamic range including ff, pp, mf and mp (very loud, very quiet, moderately loud, moderately quiet)</p>



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	<p>when the music stops.</p> <p>Play instruments to reflect the sound qualities in music being heard (e.g., spiky/smooth, and long/short).</p> <p>Explore concept pairs and anticipate changes between sections of music when playing: Tempo: slow/fast Dynamics: Loud/Quiet Pitch: High/Low</p>						
<p><b>Creating and composing</b></p>	<p>Copy and make up simple rhythms on instruments using one and two sounds per beat.</p> <p>Improvise rhythm patterns from a book or picture, children echo the rhythm back.</p> <p>Represent their own ideas, thoughts, and feelings through music.</p> <p>Offer their own ideas for movements and sounds to accompany a story, e.g., march to the sound of the drum,</p>	<p><b>Whole Class</b> Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. rainstorm or train journey)</p> <p>Use graphic notation to represent sounds.</p> <p>Explore and invent own symbols.</p> <p>Improvise simple vocal chants using question and answer phrases.</p> <p>Select sounds (vocal &amp; instrumental) &amp;</p>	<p><b>Whole Class</b> Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch).</p> <p>Create short, <b>pitch</b> patterns up to three notes.</p> <p>Create short, <b>rhythm</b> patterns and represent with pictorial, dot or stick notation including 1 beat, 2 sounds to one beat, one sound 2 beats.</p> <p>Use symbols to keep a record of composed pieces.</p>	<p><b>Small groups</b> Compose in response to different stimuli (e.g. stories, poetry, images).</p> <p>Help to plan and create at least one simple melody using three notes, using <b>dot notation</b> to show higher and lower pitch.</p> <p>Combine <b>rhythmic notation</b> with letter names.</p> <p>Compose song accompaniments on untuned percussion using known</p>	<p><b>Small groups</b> Compose music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Combine <b>rhythmic notation</b> with letter names to create short pentatonic phrases (5 notes).</p> <p>Create sequences of 2, 3 and 4 beat phrases using known note values (<b>minim</b>, <b>crotchet</b>, <b>crotchet rest</b> and paired <b>quavers</b>).</p> <p>Include smooth (<b>legato</b>) and detached (<b>staccato</b>) sounds within compositions.</p>	<p><b>Small groups or pairs</b> Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book.</p> <p>Work in pairs to compose a short <b>ternary</b> piece. (A – B –A)</p> <p>Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song.</p> <p>Experiment with a</p>	<p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C D E G A) and use notation to record.</p> <p>Compose a ternary piece; using music software apps to create and record it.</p> <p><b>Improvisation</b> Extend improvised melodies beyond 8 beats over a fixed <b>drone</b> or <b>groove</b>.</p> <p>Create satisfying melodic shape &amp; use a range of dynamics.</p>



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	creep to the sound of the maraca.	justify their use (musical quality/meaning) to accompany musical soundscape or a story.	<p>Compose with 2 or 4 beats to a bar.</p> <p>Read other's notation.</p> <p><b>Improvise</b> simple question and answer phrases to be sing and played on untuned percussion.</p>	<p><b>rhythms</b> and <b>note values.</b> (crotchets and minims).</p> <p>Make musical decisions about <b>pulse, rhythm, pitch, dynamics</b> and <b>tempo.</b></p> <p><b>Improvise</b> 2 bars of music using voices, tuned and untuned percussion using up to three notes. Link with others to create ABA, AABA form.</p> <p>Use technology to capture, change and combine sounds.</p>	<p>Use <b>rhythm notation</b> or <b>stick notation</b> to capture and record compositions.</p> <p><b>Improvise</b> using voices, tuned and untuned percussion using up to three notes.</p>	<p>wider range of <b>dynamics.</b></p> <p>Record the composition using <b>time signatures, staff notation</b> or <b>technology.</b></p> <p><b>Improvise</b> with rhythm, using voice and instruments (up to three notes.</p> <p style="padding-left: 40px;">Improvise freely over a <b>drone</b> or <b>groove</b> using tuned percussion and melodic instruments (8 beats)</p>	<p>Structure compositions in <b>Ternary</b> form ABA, AABA or <b>Rondo</b> form ABACA</p>
<b>Vocabulary</b>	<p>Action song</p> <p>Beat</p> <p>Rhythm</p> <p>Music</p> <p>Sound</p> <p>Instrument</p> <p>Nursery rhyme</p>	<p>Pulse</p> <p>Pitch</p> <p>Rhythm</p> <p>Genre</p> <p>Instrument</p> <p>Tuned</p> <p>Untuned</p> <p>Body percussion</p> <p>Untuned percussion</p> <p>Symbols</p>	<p><b>Previous years' plus...</b></p> <p>Dynamics</p> <p>Crescendo</p> <p>Decrescendo</p> <p>Pause</p> <p>Stick notation</p> <p>Dot notation</p> <p>Crotchet</p> <p>Quaver</p> <p>Rest</p>	<p><b>Previous years' plus...</b></p> <p>Tempo</p> <p>Timbre</p> <p>Forte</p> <p>Piano</p> <p>Staff notation</p> <p>Allegro</p> <p>Adagio</p> <p>Stave</p> <p>Lines</p> <p>Spaces</p> <p>Clef</p> <p>Unison</p> <p>Pentatonic</p>	<p><b>Previous years' plus...</b></p> <p>Texture</p> <p>Structure</p> <p>Rounds</p> <p>Partner</p> <p>Song</p> <p>Silence</p> <p>Time signature</p> <p>Harmony</p> <p>Melody</p> <p>Accompaniment</p> <p>Conductor</p> <p>Minim</p> <p>Legato</p> <p>Staccato</p> <p>Major</p> <p>Minor</p> <p>Crescendo</p> <p>Decrescendo</p>	<p><b>Previous years' plus...</b></p> <p>Style</p> <p>Three-part</p> <p>Ensemble</p> <p>Ternary</p> <p>Fortissimo</p> <p>Pianissimo</p> <p>Mezzo Forte</p> <p>Mezzo Piano</p> <p>Drone</p> <p>Groove</p> <p>Semibreve</p> <p>Semiquaver</p> <p>Triad</p>	<p><b>Previous years' plus...</b></p> <p>Phrasing</p> <p>Rondo</p> <p>Four-part</p> <p>Four-bar phrase</p> <p>Syncopated rhythm</p>