

St Mary's Horsforth Catholic Voluntary Academy Progression of Music Skills



	Reception
Listen and Respond	Listen attentively, move to and talk about music. Follow and respond to a leader.
Sing/Chant	Sing well-known songs in a group or on their own, increasingly matching the pitch and following the melody. Read words consistent with their phonic knowledge by sound-blending. Know that a chant uses speaking voices musically.
Play instruments	Demonstrate coordination when playing untuned percussion.
Move and Dance	Move expressively and energetically. Negotiate space and obstacles safely. Choreograph their own dance moves.
Class Discussion	Hold conversations and participate in discussions offering explanations. Express ideas and feelings. Make comments and ask questions to support understanding.
Create/Compose	Write simple phrases and sentences that can be read by others. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.
Perform	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Make use of props and materials when role-playing characters in narratives and stories. Share their creations, explaining the process they have used.
Arts and Crafts	Explore materials, tools and techniques, experimenting with colour, design, texture, form and function. Draw pictures of animals and plants. Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Listen attentively and with understanding to music from different historical periods	Recognise the sound of different families of instruments and how each makes a sound. Listen to music from around the world	Aurally identify dimensions in music, such as pitch and texture. Appreciate and respond to music from across historical periods and traditions.	Listen with attention to detail for specific instruments, musical elements and recall sounds with increasing aural memory. Understand contrasting traditions and stories.	Develop and expand musical understanding through critical listening. Be able to use musical terminology and identify how it is used within the pieces of music they are listening to. Understand the stories, origins, traditions, history and social context of Brazilian Samba.	Further develop students' knowledge and understanding of the music they are listening to. Be able to confidently identify musical elements and describe the pieces of music accurately using musical vocabulary.
<u>Musical Elements</u> Pulse	Move in time with the beat of different pieces of music using lots of different body movements.	Move in time to the beat.	Maintain a steady pulse while marching, tapping, or walking, using contrasting rhythms.	Practice finding the pulse through whole-body movements like tapping knees, clicking, or nodding to the beat.	Internalise a steady beat through movement; ensemble performers rely on the Surdo to maintain group coordination in Samba, and digital producers align notes to a grid in YuStudio to ensure rhythmic precision.	Consolidate findings and maintain a steady pulse by tapping, clapping, or using percussion. They also learn that the "strong beat" is typically the first beat of a bar.

Rhythm	Use and repeat simple rhythmic patterns. Be able to copy patterns accurately.	Play and invent copycat rhythms. Create rhythms using word phrases. Begin to identify the “strong beat” of the bar.	Develop from echoing simple 4-beat patterns to performing syncopated (off-beat) rhythms and identifying symbols for crotchets and quavers.	Use their knowledge of rhythm patterns to build their own compositions.	Build on their rhythm skills to use more complicated rhythms in their playing and composing.	Explore rhythmic patterns, including syncopation. Practice repeating rhythms from melodies and using speech-like rhythms in compositions.
Pitch	Identify specific pitch registers (high, middle, low) and visually map the melodic contour of a song using physical gestures or symbols.	Develop pitch recognition through movement and instrument exploration. Accuracy is developed by echoing vocal phrases and identifying note heights on the glockenspiel	Use hand movements to show melodic shape, sing sol-mi-la-do patterns, and play specific notes on tuned instruments.	Learn that higher placement on the stave corresponds to higher pitch. Use hand signals to follow melodic shapes and recognise when notes move by "step" (close together) or "jump" (wider distances).	Develop more fluency in recognising and reading different pitches from notation. Learn how to use different sets of notes (scales & tonality) to create different emotions.	Learn to use technology to write melodies and use a piano roll to visualise pitch movement. Develop matching singing pitch by ear.
Dynamics	Distinguishing between piano (quiet) and forte (loud) to enhance the emotional impact or narrative of a performance.	Experiment playing instruments at different volumes.	Use Italian terms piano (quiet) and forte (loud) and follow a conductor's hand signals to change volume expressively.	Learn to build musical expression by performing with forte and piano volumes while mastering gradual crescendos and diminuendos to add emotional depth to their playing.	Become more fluent in using musical terminology when using dynamics, and apply a wider range to performance and composition.	Consolidate knowledge by identifying and applying changes in volume to communicate emotion or tell a story.

Tempo	Recognise and adapt to varying musical speeds, from a slow Largo to a fast Scherzo, and understand how tempo dictates the "energy" of a piece.	Understand and keep in time with changes of speed.	Children use tempo buttons to adjust playback speed and explore how changing tempo affects a song's mood or energy.	Learn that tempo affects the character and mood of a piece and practice following a conductor who speeds up or slows down.	Learn how to use tempo within YuStudio. Know that different styles of music have particular tempo ranges.	Learn that tempo is the speed of music, measured in beats per minute (BPM). Practice adjusting tempo in digital software and using it to build anticipation or excitement.
Timbre	Select appropriate instrumental "voices" (wood, metal, skin) to create specific "sound pictures" and explore how layering these sounds builds musical texture.	Describe sounds using words like "smooth," "scratchy," "bright," or "warm". Learn to identify different instrument families (brass, percussion, string, woodwind) by their specific sounds.	Compare the smooth sound of a clarinet to the deep sound of a cello, and choose instruments that specifically represent images, like using a tambourine for "rustling leaves".	Use FX to create realism, atmosphere, or drama, experimenting with how specific sounds (bubbles, whale calls, etc.) change the narrative impact of a scene.	Use the digital sound bank to make decisions on instrumental timbre to match the composition's style.	Compare and contrast the timbres of orchestral instruments with those of digital "synthesisers" and electronic sounds.
Structure	Construct and perform repeating musical patterns (ostinatos) and participate accurately in call-and-response (musical question and answer) structures.	Improvise musical "questions" and "answers" and Call and Response using body percussion.	Learn standard song structures (Intro, Verse, Chorus, Instrumental, Outro) and use storyboards or graphic scores to plan the beginning, middle, and end of their own pieces.	Learn how a song is constructed, identifying sections like the intro, verse, chorus, bridge, and outro.	Use a ternary form for a composition. Use and identify chorus, verse, and bridge.	Learn the arrangement of sections, including intro, verse, chorus, bridge, and ending. Learn that structures like rounds involve parts that start at different times and interlock.
Articulation			How notes are played, such as staccato (short/jumpy) or legato (smooth/flowing). Children	Learn to contrast staccato (short, bouncy, detached notes) with legato (smooth, sliding, connected notes).	Build on using variations in articulation to create better effects when playing	Consolidate their skills in playing and choosing appropriate articulations to best represent the emotion of the piece.

			use these to add character to their playing, such as using "spiky" sounds for a "Winter Warrior" composition.	They apply these techniques to both singing and instrumental playing to tell a story or change the mood.	instrumental parts and also match compositional styles.	
Notation	Follow a graphic score made from pictures and symbols to guide singing and playing. Use the Rhythm Grids tool to create and read simple rhythm patterns. Use the Percussion A writer tool to write and read symbols that represent sounds.	Represent rhythms with notation, including crotchets, quavers, and crotchet rests. Recognise notation and match it to 3-note tunes played on tuned percussion.	Recognise a stave (the five lines) and a clef (such as Treble or Bass). Play and perform melodies following staff notation with a small range of notes. Identify and differentiate between the symbols for crotchets and paired quavers. Create and perform a graphic score.	Play and perform more complex melodies following staff notation as a class and in groups. Play and perform in two or more parts from simple notation. Understand the differences between minims, crotchets, paired quavers and their rests. Follow and perform simple rhythmic scores and maintain an individual part.	Play and perform melodies following staff notation written up to one octave. Understand and play triads/chords. Understand semibreves, minims, crotchets, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.	Confidently read and perform from notation, identifying note names and duration. Understand the difference between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
Singing	Sing simple songs with a limited range, and chants and rhymes from memory. Singing collectively at the same pitch, responding to	Sing songs with a small pitch range accurately with increasing vocal control. Know the meaning of dynamics	Sing unison songs with widening pitch range, in varying styles, tunefully and with expression. Perform actions confidently and in time.	Sing unison songs with up to an octave range, pitching accurately, and following choral directions.	Sing songs with a sense of ensemble and performance. Observe phrasing, accurate pitching	Sing songs with syncopated rhythms. Sing as part of a choir, with a sense of ensemble and performance.

	simple visual directions. Sing call-and-response songs to control and match vocal pitch. Understand how to warm voices ready to sing.	(loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing. Understand good posture to support Singing.	Perform as a choir in school assemblies.	Sing rounds and partner songs with different time signatures. Sing songs with a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies	and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform in school assemblies and other performances. opportunities.	Observe rhythm, phrasing, accurate pitching and appropriate style. Experiment with positioning singers. Perform in school and to a wider audience.
Instrumental Practice	Select and play a range of untuned percussion (drums, woodblocks, triangles, shakers, cymbals), and recognise instruments based on their unique timbre (wood, metal, skin). Perform rhythm patterns (long, short, and rest sounds) Keep a steady, repeating beat going (Ostinato) while the rest of the group plays something else.	Play untuned/tuned percussion and classroom instruments using up to 3 notes Maintain a good posture with a straight back and relaxed shoulders while playing. Learn how to hold and use beaters correctly to strike glockenspiels. Develop playing from memory as a way to improve fluency and avoid repeated head movements while performing.	Play untuned/tuned percussion, classroom and whole-class instruments (if appropriate) using notes up to 5 notes. Practice holding the beater correctly and striking the centre of the bars to achieve a clear, resonant tone. Use untuned percussion (tambourines, shakers, claves) to maintain a steady pulse and respond to count-ins and stop cues. Practice keeping a steady underlying beat (Ostinato)	Play tuned percussion, classroom and whole-class instruments using up to 8 notes. Master correct posture and hand positioning. Focus on striking the centre of each bar with a gentle, controlled motion. Enhance motor skills and timing by incorporating beater variations—alternating between the mallet head and the stick during rhythmic exercises.	Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chords. Continue to master correct posture and hand positioning. Focusing on striking the centre of each bar with a gentle, controlled motion. Develop their fluency in note recognition and using articulation when playing the glockenspiel.	Play tuned percussion, classroom, and whole-class instruments (if appropriate) using major and minor scales and chords progressions. Learn the Bb major scale and main chords. Consolidate good posture and playing technique, including the use of different articulations where appropriate. Continue to develop fluency in note recognition and playing from notation. Develop ensemble skills by playing multiple parts

		Practice accurate note playing, specifically focusing on using up to 3 notes. Experiment with controlling different volume levels, such as playing loudly (forte), quietly (piano), or moderately quiet (mezzo piano).	while others perform a contrasting rhythmic pattern. Use syncopation to add excitement and bounce to rhythm patterns. Create texture by layering different instrumental parts, such as having one group play a steady beat while another plays a melody.	Learn to identify and play the five notes of the D minor scale (D, E, F, G, A). They practice playing these notes, stepping up in pitch and then down in step. Explore musical expression by practising the contrast between forte (loud) and piano (soft), while developing the control needed for smooth crescendos and diminuendos. Learn to navigate articulation, switching between the crisp, detached bounce of staccato and the smooth, flowing connection of legato. Practice reading simple staff notation on a stave to play melodies.	Learn the unique rhythms for each of the samba instruments and develop the ability to play accurately while other parts are being played.	simultaneously, with pupils confidently holding their own parts.
--	--	--	---	--	--	---

Composition and Improvisation including using Music Technology	Improvise simple vocal chants using question-and-answer phrases.	Sing and play, using percussion instruments, simple, improvised question and answer phrases.	Develop improvising skills using voices and untuned and tuned instruments, inventing short 'on-the-spot' responses with a limited note range.	Improvise with a limited range of notes, paying attention to musical features such as legato and staccato (smooth and detached) articulation.	Improvise freely over a drone or groove to develop a sense of shape and character.	Extend improvised melodies beyond 8 beats.
	Create musical sound effects in response to a stimulus.	Create music in response to a non-musical stimulus.	Compose in response to different types of stimuli.	Make compositional decisions about the overall structure of improvisations.	Experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo).	Develop improvisation skills to create music with multiple sections, including repetition and contrast.
	Combine sequences of sounds to make a story.	Use graphic symbols and dot or stick notation to record composed pieces.	Structure musical ideas to create music that has a beginning, middle and end.	Create and play short pentatonic phrases using five notes.	Compose melodies made from pairs of phrases in a major and minor key.	Use chord changes as part of an improvised sequence.
	Understand the difference between creating a rhythm pattern and a pitch pattern.	Use the Rhythm Grids tool to create and read more complex rhythm patterns.	Create and simply notate three-note phrases.	Create and play short pentatonic phrases using five notes.	Compose a short ternary piece using the Music Notepad tool.	Use the Music Notepad tool to plan, compose, notate, and play melodic phrases that incorporate rhythmic variety and interest.
	Invent, remember and perform rhythm and pitch patterns.	Use the Music Explorer tool to recognise and write music.	Compose song accompaniments on untuned percussion.	Use the Music Explorer tool to write sequences of 2, 3 or 4-beat phrases, arranged into bars.	Use YuStudio to explore major and minor chords and to evoke a specific atmosphere, mood or environment.	Use YuStudio to create and produce music with multiple sections and explain how musical contrasts are achieved.
	Recognise and create graphic notation to represent sounds.		Compose song accompaniments on untuned percussion.	Use the YuStudio DAW to explore musical components and sound effects by composing music for a video.		Use YuStudio to remix real instrument loops.
	Use Rhythm Grids to create rhythmic patterns.		Use video to capture and record creative ideas.	Use video to capture and record creative ideas.		

--	--	--	--	--	--	--