



# Kingsland CE Primary School

## Music Skills Progression



**The power of music:** Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

This curriculum progression has been created in the light of [The Model Music Curriculum 2021](#) and the [National Curriculum](#).

The music curriculum will develop the children's understanding of the seven elements of music:

- **Tempo** – the speed of a piece of music
- **Dynamics** – the volume (loud / quiet) of a piece of music
- **Pitch** – how high or low a note is
- **Structure** – the way a piece of music is built and the order it is played in
- **Texture** – the layers of sound in a piece of music
- **Timbre** – the sound quality of the music depending on what instrument is playing
- **Duration** – the length of time that a note is played for

The following further musical elements are also considered:

- **Melody** – the tune
- **Harmony** – how different notes fit together
- **Rhythm** – a combination of long and short notes
- **Beat** – the steady pulse

Curriculum Area	Class 1	Class 2	Class 3	Class 4	Class 5
<p><b>Singing</b></p>	<p><b>DM</b> Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Remember and sing entire songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p><b>ELGs</b> Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p><b>National Curriculum</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>		<p><b>National Curriculum</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	
	<p>Sing Nursery Rhymes and Action Songs</p> <p>Songs of Praise</p> <p>Sing / Rap / Chant; loudly / quietly / happy voice / angry voice</p> <p>Copy me songs-high/low, loud/quiet</p>	<p>Y1</p> <ul style="list-style-type: none"> <li>• Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>• Begin with simple songs with a very small range, mi-</li> </ul>	<p>Y2</p> <ul style="list-style-type: none"> <li>• Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>• Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>• Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching</li> </ul>

		<p>so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).</p> <ul style="list-style-type: none"> <li>• Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>• Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>• Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</li> </ul>	<ul style="list-style-type: none"> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>• Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.</li> <li>• Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</li> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Perform as a choir in school assemblies.</li> </ul>	<p>(crescendo) and quieter (decrescendo).</p> <ul style="list-style-type: none"> <li>• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</li> <li>• Perform a range of songs in school assemblies.</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</li> <li>• Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> <li>• Perform a range of songs in school assemblies and in school performance opportunities.</li> </ul>	<p>and appropriate style.</p> <ul style="list-style-type: none"> <li>• Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> <li>• Perform a range of songs in school assemblies and in school performance opportunities.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>• Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> <li>• Perform a range of songs as a choir in</li> </ul>
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					school assemblies, school performance opportunities and to a wider audience.
<b>Listening</b>	<p><b>DM</b> Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><b>ELGs</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p>	<p><b>National Curriculum</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p><b>National Curriculum</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Develop an understanding of the history of music</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>		
	Listen to a range of music associated with	The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.			

	countries visited by Pirate Ship	Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.			
<b>Composing</b>  <b>Improvise &amp; Compose in KS2</b>	<b>DM</b> Create their own songs or improvise a song around one they know.  Create collaboratively, sharing ideas, resources and skills  <b>ELG</b> Invent, adapt and recount narratives and stories with peers and their teacher	<b>National Curriculum</b> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>play tuned and untuned instruments musically</li> </ul>		<b>National Curriculum</b> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Use and understand staff and other musical notations</li> </ul>	
	Experience sound-making with everyday objects  Use class percussion instruments to explore sound and make a steady beat  Make musical instruments using a variety of materials  Boom-whackers – explore sounds and create a steady beat  Use class percussion instruments to create sound-effects to weather etc.	<b>Y1</b> <ul style="list-style-type: none"> <li>Improvise simple vocal chants, using question and answer phrases.</li> <li>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> </ul>	<b>Y2</b> <ul style="list-style-type: none"> <li>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</li> <li>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>Use music technology, if available, to</li> </ul>	<b>Improvise Y4</b> <ul style="list-style-type: none"> <li>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</li> <li>Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.</li> </ul> <b>Compose Y4</b> <ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these</li> </ul>	<b>Improvise Y5</b> <ul style="list-style-type: none"> <li>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</li> <li>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the</li> </ul>

		<ul style="list-style-type: none"> <li>Recognise how graphic notation can represent created sounds. Explore and invent own symbols</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</li> <li>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> </ul>	<p>capture, change and combine sounds.</p> <p><b>Improvise Y3</b></p> <ul style="list-style-type: none"> <li>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</li> </ul> <p><b>Compose Y3</b></p> <ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</li> <li>Compose song accompaniments on untuned percussion using known</li> </ul>	<p>phrases as self-standing compositions.</p> <ul style="list-style-type: none"> <li>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> <li>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> <li>Introduce major and minor chords.</li> <li>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</li> <li>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</li> </ul> <p><b>Improvise Y5</b></p> <ul style="list-style-type: none"> <li>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</li> <li>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics,</li> </ul>	<p>composition tasks below.</p> <p><b>Compose Y5</b></p> <ul style="list-style-type: none"> <li>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>Working in pairs, compose a short ternary piece.</li> <li>Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</li> <li>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</li> </ul> <p><b>Improvise Y6</b></p> <ul style="list-style-type: none"> <li>Extend improvisation skills</li> </ul>
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			<p>rhythms and note values.</p>	<p>including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.</p> <p><b>Compose Y5</b></p> <ul style="list-style-type: none"> <li>• Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• Working in pairs, compose a short ternary piece.</li> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</li> <li>• Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</li> </ul>	<p>through working in small groups to:</p> <ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast.</li> <li>• Use chord changes as part of an improvised sequence.</li> <li>• Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> </ul> <p><b>Compose Y6</b></p> <ul style="list-style-type: none"> <li>• Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> <li>• Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</li> <li>• Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> </ul>
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					<ul style="list-style-type: none"> <li>• Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>
<b>Musicianship in KS1</b>  <b>Pulse / beat</b> <b>Rhythm</b> <b>Pitch</b>	<b>ELGs</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  Make comments about what they have heard and ask questions to clarify their understanding	<b>National Curriculum</b> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>			
	Respond to STOP / GO  Respond to hand signals for 'getting louder/getting quieter'	<b>Pulse/Beat Y1</b> <ul style="list-style-type: none"> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</li> <li>• Respond to the pulse in recorded/live music through movement and dance, e.g. <ul style="list-style-type: none"> <li>○ Stepping (e.g. Mattachins from Capriol Suite by Warlock),</li> </ul> </li> </ul>	<b>Pulse/Beat Y2</b> <ul style="list-style-type: none"> <li>• Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> <li>• Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</li> <li>• Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared</li> </ul>		

- Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky)
- Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky).

**Rhythm Y1**

- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
- Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.

**Pitch Y1**

- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing familiar songs in both low and high voices and talk about the difference in sound.
- Explore percussion sounds to enhance storytelling, e.g.
  - ascending xylophone notes to suggest Jack climbing the beanstalk,
  - quiet sounds created on a rainstick/shakers to depict a shower,
  - regular strong beats played on a drum to replicate menacing footsteps.
- Follow pictures and symbols to guide singing and playing,

movement with others.

- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. in 2 Maple Leaf Rag by Joplin; in 3 The Elephant from Carnival of the Animals by Saint-Saëns

**Rhythm Y2**

- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
- Create and perform their own chanted rhythm patterns with the same stick notation.

		<p>e.g. 4 dots = 4 taps on the drum.</p>	<p><b>Pitch Y2</b></p> <ul style="list-style-type: none"> <li>• Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</li> <li>• Sing short phrases independently within a singing game or short song.</li> <li>• Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</li> <li>• Recognise dot notation and match it to 3-note tunes played on tuned percussion</li> </ul>	
<p><b>Performing</b></p>	<p><b>DM</b> Play instruments with increasing control to express their feelings and ideas.</p> <p><b>ELG</b> Perform songs, rhymes, poems and stories with others, and – when</p>	<p><b>National Curriculum Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p><b>National Curriculum Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	

	<p>appropriate try to move in time with music.</p>				
	<p>Perform songs in celebration in Church</p> <p>Singing and performing together in class</p> <p>X Factor topic</p>	<ul style="list-style-type: none"> <li>• Take on role of leader</li> <li>• Clap their own pattern to each other/whole class</li> <li>• Perform songs as a whole class</li> <li>• Perform as an individual in a group piece</li> <li>• Respond to hand signals for loud and quiet</li> <li>• Accompany a song in performance</li>   <li>• Perform as groups in movement and dance in response to music</li> <li>• Create and perform to each other and to whole class</li> <li>• Perform from rhythmic notation</li> <li>• Perform accompaniment to song using dynamics</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>• Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</li> <li>• Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</li> <li>• Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</li> </ul> <p><b>Reading Notation Y3</b></p> <ul style="list-style-type: none"> <li>• Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> <li>• Introduce and understand the</li> </ul>	<p><b>Instrumental Performance Y4</b></p> <ul style="list-style-type: none"> <li>• Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.</li> <li>• Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</li> <li>• Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</li> <li>• Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</li> </ul> <p><b>Reading Notation Y4</b></p> <ul style="list-style-type: none"> <li>• Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>• Read and perform pitch notation within a defined range (e.g. C–G/do–so).</li> </ul>	<p><b>Instrumental Performance Y5</b></p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</li> <li>• Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).</li> <li>• Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> <li>• Develop the skill of playing by ear on tuned instruments, copying longer</li> </ul>

			<p>differences between crotchets and paired quavers.</p> <ul style="list-style-type: none"> <li>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>	<ul style="list-style-type: none"> <li>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul> <p><b>Instrumental Performance Y5</b></p> <ul style="list-style-type: none"> <li>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</li> <li>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).</li> <li>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> <li>Develop the skill of playing by ear on tuned instruments, copying</li> </ul>	<p>phrases and familiar melodies.</p> <p><b>Reading Notation Y5</b></p> <ul style="list-style-type: none"> <li>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</li> <li>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> </ul> <p><b>Instrumental Performance Y6</b></p> <ul style="list-style-type: none"> <li>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud ( ), very quiet ( ), moderately loud ( ) and moderately quiet ( ).</li> <li>Accompany this same melody, and</li> </ul>
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				<p>longer phrases and familiar melodies.</p> <p><b>Reading Notation Y5</b></p> <ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>• Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>• Read and perform pitch notation within an octave (e.g. C–C'/do–do).</li> <li>• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> </ul>	<p>others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <ul style="list-style-type: none"> <li>• Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</li> <li>• Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</li> <li>• Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain</li> </ul>
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					<p>known rhythms and note durations.</p> <ul style="list-style-type: none"> <li>• Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul>
<b>Key Vocabulary</b>	<p>instrument names e.g. tambour, tambourine, drum, shakers, beaters, vibrate, beat, loud, quiet, fast, slow, sounds</p>	<p>As Class 1 plus: beat, loud / quiet, fast / slow, perform, movement, repeat, sounds, pattern, notes, echo, mood, happy / sad, copy, conductor, orchestra, pitch, dynamics, un-tuned, tuned, long/ short, sound picture, percussion, sequence, compose, composition, describe, accompany, instruments</p>	<p>As for Class 2 plus: rhythm, tempo, shape, round, composer, solo, ensemble, period of music, clef, classical, modern, time signature, chant, crescendo / decrescendo, unison, notation</p>	<p>As for Class 3 plus: pentatonic, symphony, phrasing, opera, medieval, renaissance, romantic era, harmony</p>	<p>As for Class 4 plus: offbeat, harmony, accompany, score, clef, octave, repertoire, ostinato, structure, solo, duet, verse, chorus, leitmotif, accompaniment, graphic notation, middle eight</p>