



PYE BANK MUSIC SKILLS PROGRESSION

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Singing	<ul style="list-style-type: none"> Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape of different songs. Sing matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none"> Sing simple songs, chants and rhymes from memory. Sing collectively at the same pitch, responding to simple visual directions. Sing simple songs with a at least three notes. Sing call and response songs, controlling and matching pitch. 	<ul style="list-style-type: none"> Sing songs with a pitch range of do-so with increasing vocal control. Understand the meaning of dynamics (<i>loud/quiet</i>) and tempo (<i>fast/slow</i>). Demonstrate dynamics and tempo when singing by responding to the leader's directions and visual symbols (<i>e.g. crescendo, decrescendo, pause</i>). 	<ul style="list-style-type: none"> Sing a range of unison songs with a pitch range of at least 5 notes. Perform forte (<i>loud</i>) and piano (<i>soft</i>). Perform actions songs in time. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. 	<ul style="list-style-type: none"> Sing a range of unison songs with a pitch range of at least 8 notes following dynamics and tempo. Sing two- part rounds in different time signatures (<i>2, 3 and 4 time</i>). Sing songs with small and large leaps and a simple second part to introduce vocal harmony. 	<ul style="list-style-type: none"> Sing a range of songs with a sense of ensemble and performance, including observing phrasing, accurate pitching and appropriate style. Sing three-part rounds and songs with a verse and a chorus. 	<ul style="list-style-type: none"> Sing a range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance, including observing rhythm, phrasing, accurate pitching and appropriate style. Sing four-part rounds and begin to sing songs with a harmony part with the same rhythm as the melody.
Singing Performance	Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.						
Listening	Listen attentively; move to and talk about music, expressing their feelings/responses	Listen to a range of different music with a critical ear and talk about the following aspects: <ul style="list-style-type: none"> Genre/Style Musical Period Instruments Purpose Country of origin The music will be chosen by the music specialist from the list included in the Model Music Curriculum and will be studied by the whole school as Music of the Week.					
Composing	<ul style="list-style-type: none"> Play instruments to express their feelings/ideas. 	<ul style="list-style-type: none"> Create simple vocal chants, using question and answer phrases. 	<ul style="list-style-type: none"> Create music in response to a non-musical stimulus. Work with a partner to improvise simple question and answer 	Improvise <ul style="list-style-type: none"> Improvise using voices, tuned and untuned percussion and instruments inventing short 'on- 	Improvise <ul style="list-style-type: none"> Improvise using an eight note range on tuned percussion making use of musical features 	Improvise <ul style="list-style-type: none"> Improvise over a simple groove/bassline responding to the beat, creating a 	Improvise <ul style="list-style-type: none"> Improvise a melody over a 12 bar blues bassline responding to the beat, creating a satisfying melodic

		<ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to stimuli. • Join sounds to make a story, choosing and playing classroom instruments. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Create rhythm and pitch patterns and perform these for others, taking turns. • Use technology to record sounds. • Create and follow a graphic score to represent created sounds. 	<ul style="list-style-type: none"> • phrases, to be sung and played on untuned percussion. • Use graphic symbols, dot notation and stick notation to represent a composed piece. • Use technology, to experiment with pitch, pattern and duration composing a short piece. <i>Link to Computing Curriculum Unit 2.4a.</i> 	<p>the-spot' responses using a 5 note-range.</p> <p>Compose</p> <ul style="list-style-type: none"> • Create music that has a beginning, middle and end. • Compose in response to different stimuli and musical sources. • Combine known rhythmic notation with letter names to create rising and falling phrases using at least 5 notes. 	<p>including legato (<i>smooth</i>) and staccato (<i>detached</i>).</p> <p>Compose</p> <ul style="list-style-type: none"> • Make compositional decisions about the whole structure. • Combine known rhythmic notation with letter names to create short phrases using a range of 8 notes. • Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • Compose music to create a specific mood, introducing the idea of major and minor chords. • Capture and record creative ideas using technology. 	<p>satisfying melodic shape; experiment with using a wide range of dynamics.</p> <p>Compose</p> <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in a key suitable for the instrument chosen. • Working in pairs, compose a short ternary (<i>3 parts A,B,A</i>) piece. • Compose music to evoke a specific atmosphere, mood or environment linked to a specific stimulus. • Capture and record creative ideas and use this to edit and improve compositions. 	<p>shape; experiment with using a wide range of dynamics</p> <p>Compose</p> <ul style="list-style-type: none"> • Plan, compose and notate an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A). • Use technology to compose music to evoke a specific atmosphere or mood to accompany a short film.
<p>Instrumental Performing</p> <p>Musicianship</p>	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo and in groups. 	<p>Pulse/Beat</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat, changing the speed of the beat as the tempo of the music changes. • Use body percussion and classroom 	<p>Pulse/Beat</p> <ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a piece by tapping or clapping and recognising changing tempo. 	<p>Instrumental Performance</p> <ul style="list-style-type: none"> • Play and perform melodies following staff notation using a 5 note range (e.g. Middle C–G.) • Copy stepwise melodic phrases at different speeds; <i>allegro (fast)</i> and <i>adagio (slow)</i>. 	<p>Instrumental Performance</p> <ul style="list-style-type: none"> • Play and perform melodies following staff notation using a 8 note range (e.g. Middle C–C). • Perform in two parts from simple notation using instruments played in whole class teaching. 	<p>Instrumental Performance</p> <ul style="list-style-type: none"> • Play melodies on chosen instrument, following staff notation written on one stave and using notes within the Middle C–C. • Develop the skill of playing by ear on tuned instruments, 	<p>Instrumental Performance</p> <ul style="list-style-type: none"> • Play a melody following staff notation written on one stave and using notes within an octave. • Understand how triads are formed, and play them

		<ul style="list-style-type: none"> percussion to mark the beat. Respond to the pulse in music through movement and dance. <p>Rhythm</p> <ul style="list-style-type: none"> 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. Create their own rhythm patterns. <p>Pitch</p> <ul style="list-style-type: none"> Listen to sounds in the local school environment, 	<ul style="list-style-type: none"> 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. <p>Rhythm</p> <ul style="list-style-type: none"> 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. 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>Pitch</p> <ul style="list-style-type: none"> Sing short phrases independently varying pitch within a singing game or short song. 	<p>Reading Notation</p> <ul style="list-style-type: none"> Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<ul style="list-style-type: none"> Copy short melodic phrases altering the dynamics. <p>Reading Notation</p> <ul style="list-style-type: none"> Introduce the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within an eight note range. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<p>copying longer phrases and familiar melodies.</p> <p>Reading Notation</p> <ul style="list-style-type: none"> Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquaver. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 	<ul style="list-style-type: none"> Accompany a melody using block chords or a bass line. <p>Reading Notation</p> <ul style="list-style-type: none"> Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Read and perform pitch notation within an octave quickly and confidently. Read and play from notation a four-bar phrase, confidently identifying note names and durations.
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		<p>comparing high and low sounds.</p> <ul style="list-style-type: none">• Sing familiar songs in both low and high voices and talk about the difference in sound.• Explore percussion sounds to enhance storytelling.• Follow pictures and symbols that represent pitch to guide singing and playing.	<ul style="list-style-type: none">• Respond independently to pitch changes heard in short melodic phrases, indicating with actions.• Recognise dot notation to represent pitch and match it to 3-note tunes played on tuned percussion.				
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