

St Alban's Music Progression of Skills

|       | EYFS                | Yr1                     | Yr2                  | Yr3                                | Yr4                                | Yr5                              | Yr6                               |
|-------|---------------------|-------------------------|----------------------|------------------------------------|------------------------------------|----------------------------------|-----------------------------------|
| Au1   | All About me Unit 1 | Carnival of the Animals | Great Fire of London | Surrey Arts Instrumental (Singing) | Surrey Arts Instrumental (Ukulele) | Rock and roll                    | Reggae                            |
| Au2   |                     |                         |                      |                                    |                                    | Planets                          | Band lab                          |
| Spr1  | Traditional Tales   | Senses                  | Four Seasons         | Glockenspiel                       | Jazz                               | Surrey Arts Instrumental (Toots) | Surrey Arts Instrumental (Violin) |
| Spr 2 |                     |                         |                      |                                    | Samba                              |                                  |                                   |
| Su1   | Minibeasts/Space    | At the seaside          | Folksongs            |                                    |                                    |                                  |                                   |
| Su2   |                     |                         |                      |                                    |                                    |                                  |                                   |

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| EYFS |   |
|      | Sing a range of well-known nursery rhymes and songs   |
|      | Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  |
|      | Sing in a group or on their own, increasingly matching the pitch and following the melody.  |
|      | Explore and engage in music making and dance, performing solo or in groups.   |
|      | Listen attentively, move to and talk about music, expressing their feelings and responses. (Expressive art and design)  |
| KS1  | Use their voices expressively and creatively by singing songs and speaking chants and rhymes.   |
|      | Play tuned and untuned instruments musically.   |
|      | Listen with concentration and understanding to a range of high-quality live and recorded music.   |
|      | Experiment with, create, select and combine sounds using the inter-related dimensions of music.   |
| KS2  | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. |
|      | Improvise and compose music for a range of purposes using the inter-related dimensions of music.  |
|      | Listen with attention to detail and recall sounds with increasing aural memory.   |
|      | Use and understand staff and other musical notations.   |
|      | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.        |
|      | Develop an understanding of the history of music.   |

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| EYFS | Sing a range of well-known nursery rhymes and songs   | Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  | Sing in a group or on their own, increasingly matching the pitch and following the melody. | Explore and engage in music making and dance, performing solo or in groups.  | Listen attentively, move to and talk about music, expressing their feelings and responses. (Expressive art and design)  |   |  |  |
|      | Distinguish between singing and speaking.<br><br>know that when singing I move my voice higher and lower. | Distinguish between singing and speaking.<br><br>Begin to start and stop together with others.<br><br>know that when singing I move my voice higher and lower.<br><br>Know that when the music changes speed (tempo) so does my movement. | Copy simple rhythm patterns using voice with an introduction to a steady pulse and pitch.  | Explore sounds using instruments and Voice, showing an awareness of tempo and dynamics.<br><br>Know how to play different instruments<br>E.g. Shake, scrape, hit, blow<br><br>explore and create sounds using voice, body percussion, instruments and found sounds.<br><br>Explore how sounds can be changed from loud to quiet, fast to | Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch.<br><br>know that different instruments make different sounds which can show different characters or situations.<br><br>describe sound e.g. whistling, twinkly. | begin to recognise classroom instruments. |  |  |

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|     |   |  |  | <p>slow and high to low.</p> <p>know that different instruments make different sounds which can show different characters or situations.</p> <p>know that instruments can be played in different ways and this makes different sounds.</p> | <p>Begin to react to changes in the music such as tempo or dynamics by explaining or moving.</p> <p>Know that music can be loud or quiet and fast or slow and this makes me feel differently.</p> |  |  |  |
| KS1 | Use their voices expressively and creatively by singing songs and speaking chants and rhymes  | Play tuned and untuned instruments musically   | Experiment with, create, select and combine sounds using the inter-related dimensions of music   | Listen with concentration and understanding to a range of high-quality live and recorded music   |   |  |  |  |
| Yr1 | <p>Sing simple songs with an awareness of pitch and following visual directions (e.g. Stop, start, loud, quiet)</p> <p>Know that standing up tall with shoulders back improves singing.</p> | <p>Play to a steady pulse.</p> <p>Play repeated rhythms and word pattern chants.</p> <p>Begin to control sounds,</p> | <p>Improvise simple vocal chants and pitch and rhythm Pattern</p> <p>Select and describe sounds to create music in response to a stimulus.</p> | <p>Recognise changes in the music e.g. Slower/faster, quieter/louder.</p> <p>Begin to recognise some Instrumental sounds</p> <p>Use music terminology to describe the changes e.g. The tempo got faster.</p>                               |   |  |  |  |

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|     | <p>Play and accompany singing with actions and body sounds to a steady pulse</p>   | <p>demonstrating subtle changes, gradually louder, quieter, faster, slower.</p> <p>Know that the pulse is the steady beat of music.</p>                                 | <p>Compose simple melodies using G And E.</p> <p>Explore dynamics and tempo in relation to mood or message.</p> <p>Know that using dynamics, tempo and pitch can provide context when improvising.</p> <p>Know to explore different ideas before deciding what to do.</p> | <p>(Know) justify preference when listening to various styles of music and understand that other people may have different opinions</p> <p>Know that instruments are played differently e.g. Hit, shaken and this produces different sounds.</p> |  |  |
| Yr2 | <p>Sing with developing control of pitch.</p> <p>Follow directions for dynamics and tempo when singing.</p> <p>Know that listening to the starting pitch will help me to start and stay in tune.</p> <p>Respond to changes in high and low pitch</p> | <p>Follow directions for dynamics and tempo when playing.</p> <p>Find and perform the pulse with increasing success.</p> <p>Begin to control sounds with intention.</p> | <p>Improvise Q and A phrases with words, rhythm and Pitch.</p> <p>Explore and use changes in pitch dynamics, duration and tempo.</p> <p>Select sounds and instruments to demonstrate mood or message.</p>   | <p>Recognise changes in tempo, dynamics and pitch.</p> <p>Begin to recognise instruments aurally.</p> <p>Know that instruments are made of different materials and this creates different sounds (timbres).</p>                                  |  |  |

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|     |  |   | <p>Know to structure improvisations into responses over 4 or 8 beats.</p> <p>Know that different sounds and how they are played can be used to represent different characters, emotions and moods.</p> <p>Know that the syllables of words can be used to make lyrics fit with the melody.</p> |   |  |   |  |
| KS2 | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Improvise and compose music for a range of purposes using the inter-related dimensions of music | Listen with attention to detail and recall sounds with increasing aural memory   | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Use and understand staff and other musical notations | Develop an understanding of the history of music. |  |
| Yr3 | Performing simple melodies using three pitches (C, D, E); Singing and playing with awareness of pulse;   | Creating short pieces inspired by a   | Responding to direction to   | Introducing Western   | Reading and interpreting                             | Early exposure to Western classical               |  |

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|     | Performing with consideration of dynamics and audience.   | given idea, using dynamics and pitch creatively; Beginning to structure simple compositions.   | create and control sounds; Listening for pulse and dynamics in performance; Recognizing rhythmic values (semibreves, minims, crotchets).  | notation and simple ensemble performance; Developing awareness of musical qualities in different pieces.   | simple notation (three pitches); Understanding rhythmic values (semibreves, minims, crotchets, paired quavers); Performing from different forms of notation.   | traditions through notation and ensemble work.   |
| Yr4 | Performing rhythmic patterns with secure pulse using body percussion; Performing and composing melodies with swing rhythms; Performing jazz pieces with stylistic accuracy.<br><br>Performing samba rhythms as a class ensemble; Performing solos within an ensemble; Performing complete samba pieces in carnival style. | Vocal improvisation through scatting; Creating simple improvisations using the pentatonic scale; Composing melodies with swing rhythms; Composing pieces using key features of jazz.<br><br>Creating and performing call-and-response rhythms; Composing introductions and endings for samba pieces; Structuring samba grooves for | Listening to and identifying swing rhythms, scatting, and jazz stylistic features; Responding to rhythmic groupings and melodic phrasing.<br><br>Listening to and appraising samba music; Identifying rhythmic patterns and stylistic features through focused listening. | Exploring jazz origins, cultural context, and key stylistic features; Appreciating improvisation as a core element of jazz.<br><br>Exploring samba's cultural roots and its role in Brazilian carnival traditions; Appreciating ensemble-based rhythmic music. | Using rhythmic notation for swing patterns; Applying pentatonic scale notation in improvisation and composition.<br><br>Using rhythmic notation to represent samba grooves and call-and-response patterns. | Understanding the historical development of jazz and its influence on modern music; Recognizing jazz as a genre rooted in African-American traditions.<br><br>Understanding the origins of samba and its cultural significance in Brazilian music history. |

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|     |   | ensemble performance.   |  |   |  |  |
| Yr5 | <p>Performing melodies and accompaniments with increasing accuracy; Playing semiquavers fluently; Performing independently within a whole-class ensemble.</p> <p>Singing in ensemble with two-part harmony; Performing independent parts within an ensemble; Playing chord patterns on tuned percussion.</p>  | <p>Composing melodies and contrasting sections using chords to evoke mood; Structuring ternary form compositions; Combining melody, harmony, and accompaniment.</p> <p>Improvising melodic lines within call-and-response; Composing short rhythmic and melodic ideas in Rock &amp; Roll style.</p> | <p>Listening to and recalling melodies for notation; Responding to harmonic changes and rhythmic detail.</p> <p>Listening for harmony and chord progressions; Identifying stylistic features of Rock &amp; Roll.</p> | <p>Exploring Western classical traditions through notation and ensemble performance</p> <p>Appreciating Rock &amp; Roll's cultural impact and stylistic features.</p> | <p>Reading and writing melodies using Western staff notation; Understanding rhythmic notation including semiquavers; Applying chord symbols.</p> <p>Reading pitch notation and rhythmic patterns; Understanding chord notation for tuned percussion.</p> | <p>Understanding the role of harmony and form in Western music traditions.</p> <p>Exploring the origins and development of Rock &amp; Roll and its influence on popular music.</p> |
| Yr6 | <p>Arranging and layering loops and virtual instruments using DAW (Digital Audio Workstation) technology to achieve control and expression in a digital performance context.</p> <p>Singing in the reggae style with attention to vocal accuracy and expression; Performing chords and bass lines collaboratively to develop ensemble skills. )</p> | <p>Structuring contrasting textures and applying pitch, dynamics, tempo, and texture to create purposeful compositions for media (e.g., advertisements).</p>  | <p>Planning and refining musical ideas through critical listening. Aligning sound with visual elements.</p> <p>Identifying rhythmic patterns, chord</p>  | <p>Understanding the role of technology in shaping modern music and appreciating diverse approaches to music creation.</p>  | <p>Using DAW (Digital Audio Workstation) sequencing and loop arrangement as a form of digital notation to represent musical</p>  | <p>Exploring the evolution of music technology, including DAWs, and its impact on modern music production and composition.</p> <p>Understanding the historical</p>                 |

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|  |  | Composing melodies that fit over chord structures and bass lines, using phrasing and stylistic features of reggae. | progressions, and stylistic features of reggae through focused listening and analysis. | Exploring the origins, cultural significance, and stylistic features of reggae within its historical and social context. | structure and texture.<br>Applying chord symbols and rhythmic notation to support performance and composition in reggae style. | development of reggae, its roots, and its influence on contemporary genres. |
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Play and perform in solo and ensemble contexts

| Year Group | Progression of Skills   |
|------------|---|
| Year 3     | Year 3: Performing simple melodies using three pitches (C, D, E); singing and playing with awareness of pulse; performing with dynamics and audience awareness. |
| Year 4     | Year 4: Performing rhythmic patterns and body percussion; singing in jazz style; ensemble coordination in samba.  |
| Year 5     | Year 5: Performing melodies and accompaniments with accuracy; playing semiquavers; independent parts and two-part harmony.                                      |
| Year 6     | Year 6: Advanced ensemble and digital performance; layering loops and textures; stylistic accuracy in reggae and DAW contexts.                                  |

Improvise and compose music for a range of purposes using the inter-related dimensions of music

| Year Group | Progression of Skills  |
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| Year 3     | Year 3: Creating short pieces using pitch and dynamics; simple structures inspired by 'Take 3'.                |
| Year 4     | Year 4: Improvising with pentatonic scale; creating rhythmic ideas; composing samba introductions and endings. |
| Year 5     | Year 5: Structured compositions in ternary form; using chords to evoke mood; melodic development.              |
| Year 6     | Year 6: Purposeful compositions for media; complex textures; combining chords, bass lines, and melody.         |

Listen with attention to detail and recall sounds with increasing aural memory

| Year Group | Progression of Skills   |
|------------|---|
| Year 3     | Year 3: Recognizing pulse, dynamics, and rhythmic values; responding to direction.            |
| Year 4     | Year 4: Identifying features of jazz and samba; responding to rhythmic groupings.             |
| Year 5     | Year 5: Listening for harmony, rhythmic detail, and melodic recall for notation.              |
| Year 6     | Year 6: Critical listening for effect and purpose; planning compositions through storyboards. |

Appreciate and understand a wide range of high-quality live and recorded music

| Year Group | Progression of Skills  |
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| Year 3     | Year 3: Awareness of Western notation and ensemble traditions. |
| Year 4     | Year 4: Cultural roots of jazz and samba.                      |
| Year 5     | Year 5: Western classical and Rock & Roll traditions.          |
| Year 6     | Year 6: Historical context of reggae and music technology.     |

Use and understand staff and other musical notations

| Year Group | Progression of Skills   |
|------------|---|
| Year 3     | Year 3: Reading simple notation (three pitches); understanding rhythmic values (semibreves, minims, crotchets, paired quavers). |
| Year 4     | Year 4: Rhythmic notation and pentatonic scale.   |
| Year 5     | Year 5: Full staff notation for melody; semiquavers; chord symbols.   |
| Year 6     | Year 6: DAW sequencing as digital notation; chord structures for reggae.  |

Develop an understanding of the history of music

| Year Group | Progression of Skills |
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| Year 3 | Year 3: Early exposure to Western classical traditions. |
| Year 4 | Year 4: Origins of jazz and samba.                      |
| Year 5 | Year 5: Development of harmony and Rock & Roll.         |
| Year 6 | Year 6: Evolution of reggae and DAW technology.         |