



Hollinswood Primary School
and Nursery

Music skills and progression grid

2019-2020

Music is an art form that puts sounds together in a way that people like or find interesting.
Most music includes people singing with their voices or playing musical instruments.
It can be used to express a range of experiences, environments and emotions.

Singing songs with control and using the voice expressively

EYFS	Sing songs and use their voice confidently.	Beat, high, low, fast, slow, loud, and quiet.
Year 1	Sing with awareness of other performers. Sing a melody accurately and at their own pitch.	Pitch, rhythm, beat, pulse, volume, high, low, fast, slow, loud, quiet.
Year 2	Sing with a sense of awareness of pulse and control of rhythm Recognise phrase length and know when to breathe	Melody, pitch, rhythm, beat, tempo, pulse, dynamics and duration, high, low, fast, slow, loud, quiet.
Year 3	Follow pitch movements with their hands and use high, low and middle voices.	Melody, pitch, rhythm, beat, tempo, pulse, dynamics, duration, a cappella, key.
Year 4	Sing with awareness of pulse and rhythm	Melody, pitch, rhythm, beat, tempo, pulse, dynamics, duration, a cappella, key.
Year 5	Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics Sing songs with increasing control of breathing, posture and sound projection.	Melody, pitch, rhythm, beat, tempo, pulse, dynamics, duration, a cappella, key, timbre, texture, structure.
Year 6	Sing a round in two parts and identify the melodic phrases and how they fit together Begin to have an awareness of improvisation with the voice	Melody, pitch, rhythm, beat, tempo, pulse, dynamics, duration, a cappella, key, timbre, texture, structure, round, solo, harmony, improvise, ensemble.

Listening memory and movement

EYFS	Remember short songs and sounds Repeat patterns of sounds.	Words, songs, sounds, rhyme, patterns.
Year 1	Respond physically when performing music	Words, songs, sounds, rhyme, patterns, beat, pulse,
Year 2	Respond physically when composing music	Lyrics, songs, sounds, rhyme, patterns, beat, pulse.
Year 3	Respond physically when appraising music, identify well-defined musical features	Lyrics, songs, sounds, rhyme, patterns, beat, pulse, feeling, features.
Year 4	Explore and choose different movements to describe music. Demonstrate the ability to recognise the use of structure and expressive elements through dance	Lyrics, songs, sounds, rhyme, patterns, beat, pulse, feeling, features, texture, structure.
Year 5	Identify phrases that could be used as an introduction, interlude and ending	Lyrics, songs, sounds, rhyme, patterns, beat, pulse, feeling, features, texture, structure, introduction, interlude, ending.
Year 6	Listen to longer pieces of music and identify features Identify different moods and textures	Lyrics, songs, sounds, rhyme, patterns, beat, pulse, feeling, mood, features, texture, structure, introduction, interlude, ending.

Controlling pulse and rhythm

EYFS	Understand fast and slow Accompany a chant or song	Beat, fast, slow, chant, song.
Year 1	Accompany a chant or song by clapping the rhythm Accompany a chant or song by clapping the pulse	Beat, pulse, rhythm, fast, slow, chant, song.
Year 2	Identify the pulse and join in getting faster and slower together Identify long and short sounds in music	Beat, pulse, rhythm, fast, sounds, slow, chant, song.
Year 3	Recognise rhythmic patterns	Beat, pulse, rhythm, fast, sounds, slow, chant, song, patterns.
Year 4	Perform a repeated pattern to a steady pulse Identify and recall rhythmic and melodic pattern	Beat, pulse, rhythm, fast, sounds, slow, chant, song, patterns, steady, melody.
Year 5	Identify repeated patterns used in a variety of music (ostinato) Improvise rhythm patterns	Beat, pulse, rhythm, fast, sounds, slow, chant, song, patterns, steady, melody, ostinato, improvise.
Year 6	Perform an independent part keeping to a steady beat Subdivide the pulse while keeping to a steady beat	Beat, pulse, rhythm, fast, sounds, slow, chant, song, patterns, steady, melody, ostinato, improvise.

Exploring sounds melody and accompaniment

EYFS	To explore different sound sources Make sounds using classroom instruments	Sounds, beat, high, low, fast, slow, loud, quiet.
Year 1	Identify and name classroom instruments Identify how different sounds can give a message	Sounds, beat, high, low, fast, slow, loud, quiet, breathing singing, whispering, talking, humming, blowing, hitting, shaking, plucking, strumming.
Year 2	Create and choose sounds in response to a given stimulus Change sounds to reflect different stimuli	Sounds, beat, high, low, fast, slow, loud, quiet, breathing singing, whispering, talking, humming, blowing, hitting, shaking, plucking, strumming, feeling.
Year 3	Identify ways sounds are used to accompany a song Explore and perform different types of accompaniment	Sounds, beat, pitch, tempo, timbre, high, low, fast, slow, loud, quiet, breathing singing, whispering, talking, humming, blowing, hitting, shaking, plucking, strumming, feeling, rehearsing, performing.
Year 4	Explore different melodic patterns Comment on how sounds are used to create different moods	Melody, pitch, rhythm, beat, tempo, pulse, dynamics, duration, key, patterns, texture, structure, mood, feeling.
Year 5	Analyse how sounds are used to create different moods	Melody, pitch, rhythm, beat, tempo, pulse, dynamics, duration, key, patterns, texture, structure, mood, feeling.
Year 6	Select different melodic patterns Recognise and explore different combinations of pitch sounds.	Melody, pitch, rhythm, beat, tempo, pulse, dynamics, duration, key, patterns, texture, structure, mood, feeling, purpose, intended effect, arrangement, forte,

Control of instruments

EYFS	Show an awareness of how instruments are played Play untuned instruments.	Fast, slow, loud, quiet, bang, shake, hit.
Year 1	Play untuned instruments with control.	Fast, slow, loud, quiet, bang, shake, hit, note.
Year 2	Play instruments in different ways Create sound effects Identify different groups of instruments	Fast, slow, loud, quiet, bang, shake, hit, note, tune. Percussion, woodwind, string, brass.
Year 3	Select appropriate instruments Select instruments to describe visual images	Fast, slow, loud, quiet, bang, shake, hit, note, tune. Percussion, woodwind, string, brass.
Year 4	Identify melodic phrases Play accompaniments with control and accuracy.	Fast, slow, loud, quiet, bang, shake, hit, note, tune, melody. Percussion, woodwind, string, brass.
Year 5	Identify melodic phrases and play them by ear	Fast, slow, loud, quiet, bang, shake, hit, note, tune, pitch. Percussion, woodwind, string, brass.
Year 6	Create different effects using combinations of pitched sounds Use ICT to change and manipulate sounds	Fast, slow, loud, quiet, bang, shake, hit, note, tune, pitch, steady, rhythm, melodic phrase/pattern, improvising, arranging, notating, layering, accompaniment. Percussion, woodwind, string, brass.

Composition

EYFS	To explore different sound sources Make sounds using classroom instruments.	Fast, slow, loud, quiet, bang, shake, hit.
Year 1	Contribute to the creation of a class composition Identify how different sounds can give a message	Fast, slow, loud, quiet, solo, group, parts, feelings.
Year 2	Create and choose sounds in response to a given stimulus Change sounds to reflect different stimuli	High, low, fast, slow, loud, quiet, solo, group, parts, feelings.
Year 3	Create textures by combining sounds in different ways	High, low, fast, slow, loud, quiet, solo, group, parts, feelings, texture, layers, composing, arranging.
Year 4	Create music that describes contrasting moods/emotions Create an accompaniment to a known song	High, low, fast, slow, loud, quiet, solo, group, parts, feelings, mood, emotions, texture, layers, composing, arranging, accompany.
Year 5	Create descriptive music in pairs or small groups Identify different starting points for composing music	High, low, fast, slow, loud, quiet, solo, group, parts, feelings, mood, emotions, texture, layers, composing, arranging, accompany, beginning, middle, end, expression.
Year 6	Explore, select and combine a variety of different sounds to compose a soundscape Use a range of stimuli and develop musical ideas into a completed composition.	High, low, fast, slow, loud, quiet, solo, group, parts, feelings, mood, emotions, texture, layers, composing, arranging, accompany, beginning, middle, end, soundscape, stimuli, composition, solo, duet, notation, accent,

Reading and writing notation

EYFS	Use long and short sounds Create long and short sounds	Long, short, sound.
Year 1	Create long and short sounds using classroom instruments Perform long and short sounds in response to symbols.	Long, short, sound, notes.
Year 2	Play and sing a notated phrase Play and sing a phrase from dot notation	Long, short, sound, notes, dot, rhythm, symbols.
Year 3	Record their own ideas Make their own symbols for notation Make their own symbols for notation as part of a class score	Long, short, sound, notes, dot, rhythm, symbols, sustained, score, structure.
Year 4	Perform using notation as a support Sing songs using notation of their own	Long, short, sound, notes, dot, rhythm, symbols, sustained, score, structure
Year 5	Sing songs using staff notation	Long, longer, sustained short, shorter, staccato, notes, dot, rhythm, symbols, sustained, score, structure, rehearsing, performing, bar.
Year 6	Sing and perform using instruments using staff notation as support	Long, longer, sustained short, shorter, staccato, notes, dot, rhythm, symbols, sustained, score, structure, rehearsing, performing, bar.

Performance skills, evaluating and appraising

EYFS	Perform in front of others Perform whilst showing an awareness of others	Perform, rehearse, likes, dislikes, audience.
Year 1	Perform and be part of an audience Follow instructions that combine the musical elements	Perform, rehearse, likes, dislikes, audience, group.
Year 2	Recognise the need for performance and audiences Perform together and follow instructions	Perform, rehearse, likes, dislikes, audience, group, solo, duet, evaluate. What went well? What could have been better?
Year 3	Perform in different ways and in different situations Explore the way that performers are a musical resource	Perform, rehearse, likes, dislikes, audience, group, solo, duet, evaluate, mood. What went well? What could have been better?
Year 4	Recognise how music can reflect different intentions Perform with an awareness of different parts	Perform, rehearse, likes, dislikes, audience, group, solo, duet, evaluate, musical intention, texture, harmony, canon.
Year 5	Present performances effectively Show an awareness of audience, venue and occasion	Perform, rehearse, likes, dislikes, audience, group, solo, duet, evaluate, musical intention, texture, harmony, culture, venue, time and place intentions, purpose, canon.
Year 6	Improve their work through analysis, evaluation and comparison	Perform, rehearse, likes, dislikes, audience, group, solo, duet, evaluate, musical intention, texture, harmony, culture, venue, time and place intentions, purpose, intended effect, repertoire, canon.

Vocabulary glossary

accent – where the music is emphasised
bar – a regular section on a staff, separated by vertical lines. Contains the beats
beat – unit of rhythm
canon – tune that is repeated at regular intervals by different performers, but with different starting times
chant – singing in unison, with a similar rhythm to speech
choir – group of singers
chord – 2 or more notes (usually 3) played simultaneously in harmony
chord progression – string of chords played in succession, usually a pattern
clef – a symbol on written music, defining what pitch to play the note
crescendo – getting louder
decrescendo – getting quieter
dissonance – harsh sounds, chords not in harmony
downbeat – first beat in a bar
drone – monotonous tone
duet – two vocalists or instruments
dynamics – how loud or quiet a piece of music is
ensemble – all instruments in an orchestra or all voices in a choir, playing at once.
flat – playing a note a semitone lower than the written one
forte – loud
harmony – pleasing combination of two or more notes, played in background behind melody
key – system of notes based on a key note

Key signature – the flats and sharps at the beginning of each line, to be played throughout the piece
music
major – a happy sounding piece of music
measure – a bar in a piece of music
minor – a sad sounding piece of music
notation – a method of writing music
octave – 8 full tones above the key note. Start and end of a scale
off beat – the unaccented beat
orchestra – a large group of instruments, usually classical
pulse – the constant beat in a piece of music
rest – moment when a note is not played for a defined length of time
rhythm – structured groups of accented and unaccented beats
scale – successive notes of a key, ascending or descending
sharp – note to be raised by a semitone
slur – a curve over notes, suggesting that it is slurred together
staccato – short, sharp notes
staff – five horizontal lines on which notes are written
tempo – speed of a piece
time signature – how many beats to a bar
unison – playing or singing the same notes simultaneously
vibrato – quickly alternating between two notes – a wobbly sound






Common Tempo words

adagio – slow and calm
allegro – quick and lively
andante – relaxed and flowing
largo – slow and broad
lento – slow
moderato – a reasonable pace
rit. (ritardando) – slowing the tempo (also **ral. (rallentissez)**)
presto – quick and lively
prestissimo – extremely quick

Note lengths

-  **Semibreve** – 4 beats
-  **Minim** – 2 beats
-  **Crotchet** – 1 beat
-  **Quaver** – ½ beat
-  **Semiquaver** – ¼ beat

Rest lengths

-  **Semibreve rest** – 4 beats
-  **Minim rest** – 2 beats
-  **Crotchet rest** – 1 beat
-  **Quaver rest** – ½ beat
-  **Semiquaver rest** – ¼ beat