






## Progression of Musicianship Skills

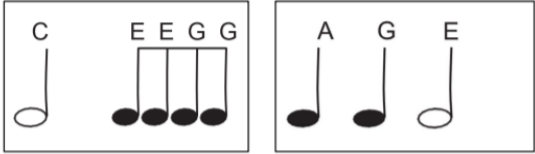
### Model Music Curriculum

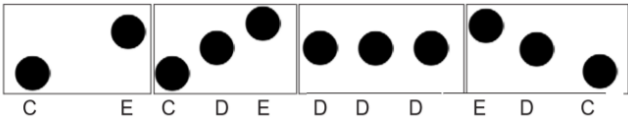
<b>Listening &amp; Appraisal</b>	
<b>Reception</b> <i>(Development Matters 2021)</i>	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.
<b>Year 1</b>	Move and dance to the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.
<b>Year 2</b>	Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Join in sections of the song, eg call and response. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.
<b>Year 3</b>	Share your thoughts and feelings about the music together. Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music.
<b>Year 4</b>	Talk about the words of a song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady.

	<p>Recognise the style of music you are listening to.          Discuss the structures of songs.          Identify:</p> <ul style="list-style-type: none"> <li>• Call and response</li> <li>• A solo vocal or instrumental line and the rest of the ensemble</li> <li>• A change in texture</li> <li>• Articulation on certain words</li> <li>• Programme music</li> </ul> <p>Explain what a main theme is and identify when it is repeated.          Know and understand what a musical introduction is and its purpose.          Recall by ear memorable phrases heard in the music.          Identify major and minor tonality.          Recognise the sound and notes of the pentatonic scale by ear and from notation.          Describe legato and staccato.          Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>
<b>Year 5</b>	<p>Talk about feelings created by the music.          Justify a personal opinion with reference to Musical Elements.          Find and demonstrate the steady beat.          Identify 2/4, 3/4, 6/8 and 5/4 metre.          Identify the musical style of a song or piece of music.          Identify instruments by ear and through a range of media.          Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.          Explain a bridge passage and its position in a song.          Recall by ear memorable phrases heard in the music.          Identify major and minor tonality.          Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.          Explain the role of a main theme in musical structure.          Know and understand what a musical introduction is and its purpose.          Explain rapping.          Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>
<b>Year 6</b>	<p>Talk about feelings created by the music.          Justify a personal opinion with reference to Musical Elements.          Identify 2/4, 4/4, 3/4, 6/8 and 5/4.          Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.          Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.          Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.          Explain a bridge passage and its position in a song.</p>

	<p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean</p> <p>Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>
<b>Singing</b>	
<p><b>Reception</b> <i>(Development Matters 2021)</i></p>	<p>Sing simple songs, chants and rhymes.</p> <p>Begin with simple songs with a very small range, mi-so.</p> <p>Sing a range of action songs and call and response songs.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>
<b>Year 1</b>	<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-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).</li> <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>
<b>Year 2</b>	<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>
<b>Year 3</b>	<p>Sing a widening range of <b>unison</b> songs of varying styles and structures with a <b>pitch</b> range of <b>do–so</b> (e.g. Extreme Weather), tunefully and with expression. Perform <b>forte and piano</b>, loud and soft.</p> <ul style="list-style-type: none"> <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 <b>beat</b> with others, changing the speed of the beat as the <b>tempo</b> of the music changes.</li> <li>• Perform as a choir in school assemblies</li> </ul>
<b>Year 4</b>	<p>Continue to sing a broad range of unison songs with the range of an <b>octave (do–do)</b> (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (<b>crescendo</b>) and quieter (<b>decrescendo</b>).</p> <ul style="list-style-type: none"> <li>• Sing <b>rounds and partner songs</b> in different <b>time signatures</b> (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>
<b>Year 5</b>	<p>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.</p> <ul style="list-style-type: none"> <li>• Sing <b>three-part rounds, partner songs</b>, and songs with a <b>verse and a chorus</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>• Perform a range of songs in school assemblies and in school performance opportunities.</li> </ul>
<b>Year 6</b>	<p>Sing a broad range of songs, including those that involve <b>syncopated</b> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> <li>• Continue to sing <b>three- and four-part rounds</b> (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 school assemblies, school performance opportunities and to a wider audience.</li> </ul>
<b>Composition</b>	
<b>Reception</b> <i>(Development Matters 2021)</i>	Create their own songs or improvise a song around one they know.
<b>Year 1</b>	<p>Improvise simple vocal chants, using question and answer phrases.</p> <ul style="list-style-type: none"> <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> <li>• Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
<b>Year 2</b>	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <ul style="list-style-type: none"> <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>
<b>Year 3</b>	<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• Become more skilled in <b>improvising</b> (using voices, <b>tuned and untuned percussion</b> 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 <b>echo or question and answer phrases</b>) 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</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 (<b>do, re and mi</b>). • Compose song accompaniments on untuned percussion using known rhythms and <b>note values</b></li> </ul>
<b>Year 4</b>	<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• <b>Improvise</b> on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (<b>legato</b>) and detached (<b>staccato</b>).</li> <li>• Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.</li> </ul>
	<p><b>Compose</b></p>

	<ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create short <b>pentatonic</b> phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</li> <li>• Arrange individual notation cards of known note values (i.e. <b>minim, crotchet, crotchet rest and paired quavers</b>) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> </ul>  <ul style="list-style-type: none"> <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 <b>major and minor</b> 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: <ul style="list-style-type: none"> <li>* graphic symbols</li> <li>* rhythm notation and time signatures</li> <li>* <b>staff notation</b></li> <li>* technology.</li> </ul> </li> </ul>
<p><b>Year 5</b></p>	<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>• Improvise freely over a <b>drone</b>, developing sense of shape and character, using <b>tuned percussion</b> and melodic instruments.</li> <li>• Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>). Continue this process in the composition tasks below.</li> </ul> <p><b>Compose</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 <b>ternary</b> 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: <ul style="list-style-type: none"> <li>* graphic symbols</li> <li>* rhythm notation and <b>time signatures</b></li> <li>* <b>staff notation</b></li> <li>* technology.</li> </ul> </li> </ul>
<p><b>Year 6</b></p>	<p><b>Improvise</b></p> <p>Extend improvisation skills 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 <b>groove</b>, creating a satisfying melodic shape.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Plan and compose an 8- or 16-beat melodic phrase using the <b>pentatonic</b> 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> </ul>

	<ul style="list-style-type: none"> <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> <li>• Compose a <b>ternary</b> piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved</li> </ul>
<b>Performance/Playing Instruments</b>	
<b>Reception</b> <i>(Development Matters 2021)</i>	Play instruments with increasing control to express their feelings and ideas. Sing in a group or on their own, increasingly matching the pitch and following the melody.
<b>Year 1</b>	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.
<b>Year 2</b>	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</li> <li>• Play and perform <b>melodies</b> following staff notation using a small range (e.g. <b>Middle C–E/do–mi</b>) as a whole class or in small groups (e.g. <b>trios and quartets</b>).</li> <li>• Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration):</li> </ul>  <ul style="list-style-type: none"> <li>• Individually (<b>solo</b>) copy stepwise melodic phrases with accuracy at different speeds; <b>allegro and adagio</b>, fast and slow. Extend to question-and-answer phrases.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Introduce the <b>stave</b>, lines and spaces, and <b>clef</b>. Use <b>dot notation</b> to show higher or lower pitch.</li> <li>• Introduce and understand the differences between <b>crotchets and paired quavers</b>.</li> <li>• Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>
<b>Year 4</b>	<p><b>Instrumental Performance</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. <i>(This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes – <b>Guitar lessons</b>.)</i></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. <b>melody and accompaniment</b> or a <b>duet</b>) from simple notation using instruments played in whole class teaching. Identify <b>static and moving parts</b>.</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</b></p> <ul style="list-style-type: none"> <li>• Introduce and understand the differences between <b>minims, crotchets, paired quavers and rests</b>.</li> <li>• Read and perform <b>pitch notation</b> within a defined range (e.g. C–G/do–so).</li> <li>• Follow and perform simple rhythmic <b>scores</b> to a steady beat: maintain individual parts accurately within the rhythmic <b>texture</b>, achieving a sense of ensemble.</li> </ul>
<b>Year 5</b>	<p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>• Play melodies on <b>tuned percussion</b>, melodic instruments or keyboards, following <b>staff notation</b> 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> </ul>

	<ul style="list-style-type: none"> <li>• Understand how <b>triads</b> are formed, and play them on tuned percussion, melodic instruments or keyboards.</li> </ul> <p>Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).</p> <ul style="list-style-type: none"> <li>• Perform a range of repertoire pieces and <b>arrangements</b> combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> <li>• Develop the skill of <b>playing by ear</b> on tuned instruments, copying longer phrases and familiar melodies.</li> </ul>
	<p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Further understand the differences between <b>semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</b></li> <li>• Understand the differences between 2/4, 3/4 and 4/4 <b>time signatures.</b></li> <li>• Read and perform pitch notation within an <b>octave</b> (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>Year 6</b></p>	<p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>• Play a melody following <b>staff notation</b> written on one staff and using notes within an <b>octave range (do–do);</b></li> </ul> <p>make decisions about dynamic range, including very loud (ff), very quiet (pp ), moderately loud (mf) and moderately quiet (mp).</p> <ul style="list-style-type: none"> <li>• Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, <b>tuned percussion</b> or tablets, or demonstrated at the board using an online keyboard.</li> <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 <b>semibreves, minims, crotchets, quavers and semiquavers,</b> and their equivalent <b>rests.</b></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 known rhythms and note durations.</li> <li>• Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul>