



Saint George's Church of England Primary Phase: Music - Progression of Skills

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Year R</u>	<u>Pulse:</u> Feel and demonstrate the pulse. Keep the pulse in pairs exploring faster and slower pulse keeping.	<u>Pitch:</u> Recognise and show two pitches (high and low).	<u>Pitch:</u> Call and response (pitch matching). Recognise and show three pitches (high, middle and low).	<u>Rhythm:</u> Start to tap the rhythm. Solo singing / improvise words and actions.	<u>Pulse:</u> Visual representation of the pulse. Tap the pulse on drawn heartbeats.	<u>Rests:</u> Practice consciously showing the rest (SSH - hands open).
<u>Year 1</u>	<u>Performing:</u> Using the voice to speak, sing and chant; using untuned percussion instruments to perform.	<u>Performing:</u> Clapping short rhythmic patterns; making different sounds with voices and instruments.	<u>Performing:</u> Repeating short rhythmic and melodic patterns; making a sequence of sounds.	<u>Listening:</u> Responding to different moods in music; discussing likes and dislikes when listening to a piece of music.	<u>Composing:</u> Choosing sounds to represent different things.	<u>Performing:</u> Following instructions about when to sing and play.
<u>Year 2</u>	<u>Performing:</u> Singing songs and following a melody; performing simple patterns, keeping a steady pulse.	<u>Performing:</u> Play simple rhythmic patterns on an instrument; sing or clap with increasing and decreasing tempo.	<u>Listening:</u> Listening out for particular things when listening to music.	<u>Composing:</u> Ordering sounds to create a beginning, middle and an end.	<u>Composing:</u> Creating music in response to different starting points; choosing sounds to create an effect.	<u>Composing:</u> Using symbols to represent sounds; making connections between notations and musical sounds.



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<u>Year 3</u>	<u>Performing:</u> Singing a tune with expression; creating repeated patterns with different instruments.	<u>Composing:</u> Composing melodies and songs; creating an accompaniment for tunes.	<u>Composing / listening:</u> Combining different sounds to create a specific mood or feeling; using musical words to describe a piece of music.	<u>Listening:</u> Recognising the work of at least one famous composer.	<u>Listening:</u> Using musical words to describe likes and dislikes about a piece of music.	<u>Composing:</u> Improving my work and explaining how it has been improved.
<u>Year 4</u>	<u>Performing:</u> Singing songs from memory with accurate pitch; performing simple parts rhythmically.	<u>Composing:</u> Using notation to record compositions; recording sequences of pitch.	<u>Listening:</u> To discuss the importance of silence in music; identifying character in music.	<u>Performing:</u> Improvising using repeated patterns.	<u>Listening:</u> Identifying and describing the different purposes in music.	<u>Listening:</u> Identify the style of work of Beethoven, Mozart and Elgar.
<u>Year 5</u>	<u>Performing:</u> Breathing in the correct place when singing. Performing songs in parts and maintaining own part.	<u>Composing:</u> Composing music which meets specific criteria. Using notation to record groups of pitches (chords).	<u>Listening:</u> Describing, comparing and evaluating music using musical vocabulary.	<u>Performing:</u> Improvising within a group using melodic and rhythmic phrases. Change sounds or organise them differently to	<u>Composing:</u> Choosing the most appropriate tempo for a piece of music. Suggesting improvements to own work and that of others.	<u>Listening:</u> Contrasting the work of a famous composer with another and explaining my preferences.



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				change the effect.		
<u>Year 6</u>	<u>Performing:</u> Singing in harmony confidently and accurately.	<u>Composing:</u> Using a variety of different musical devices when creating compositions (including melody, rhythms and chords).	<u>Listening:</u> Evaluating how the venue, occasion and purpose affects the way a piece of music is created.	<u>Performing:</u> Performing parts from memory. Taking the lead in a performance.	<u>Listening:</u> Comparing and contrasting the impact that different composers from different times have had on people of that time.	<u>Listening:</u> Analysing features within different pieces of music.