Leverhulme Primary School

MUSICAL SKILLS PROGRESSION

This document provides a framework for the progression of musical skills for Leverhulme pupils from Year 1 to Year 6. By implementing this curriculum we will develop increasingly high standards of musical knowledge, understanding and skill. Music at Leverhulme is taught by specialist Curriculum Music Teachers from Bolton Music Service alongside non-specialist class teachers.

The plan for each year group focuses on a set of skills to be developed over the year. The skills have been divided into four key areas:

Singing – We believe that singing should be at the heart of the music curriculum and ensure our children have regular opportunities to sing together in large and small groups and individually e.g. within the class music lesson, in assembly, at transition times etc.

Listening – Listening to music is fundamental to musical understanding and helps pupils understand how music in constructed and the impact it can have on the listener. At Leverhulme pupils have regular opportunities for listening and responding to music (including listening to music they have produced themselves, live music performances and carefully chosen recordings that reflect a wide range of cultures, times and places.) Such listening can then support children's composing and performing.

Composing – All pupils have opportunities to be creative and imaginative and to compose and make choices about their own music. Composition and improvisation activities allow pupils to use and develop the musicianship skills they have been taught and encourage collaborative work.

Musicianship & Performing - Singing and playing a range of tuned and untuned percussion instruments is at the heart of the music curriculum at Leverhulme and pupils have regular opportunities to perform musically (both *formally* e.g. a class performance for parents and *informally* e.g. for their peers within a lesson.) Pupils are taught the fundamental musical techniques of controlling **pulse/beat, rhythm and pitch**. As well as learning by ear, children learn to use both invented symbols (graphic notation) and standard musical notation when singing, playing and composing.

These key areas are not taught separately but in a connected way e.g. listening gives ideas for composing or understanding of pitch taught through singing.

The activities chosen to develop these skills will depend on the children's previous knowledge and experience and what is relevant to them. At Leverhulme music is also used as a vehicle to support learning in other areas in our creative curriculum. We also provide our pupils with wider opportunities such as playing violin and clarinet.

Singing						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
• Join in with simple songs and rhymes (with a limited pitch range) and begin to build a repertoire of songs. • Explore using the voice in different ways (e.g. whispering, singing, speaking, animal sounds.) • Copy a soh - me pattern with voice. • Imitate changes in dynamics (loud and quiet) and tempo (fast and slow) using voice, body percussion and instruments.	• Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. • Sing so-mi songs and singing games with accurate pitch matching. Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. •Explore using the voice expressively and creatively. • Begin to use the 'thinking' voice.	• Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. • Sing la-so-mi songs and singing games with accurate pitch matching. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. • Explore using the voice expressively and creatively. • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Sing short phrases independently within a singing game or short song.	• Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Perform actions and body percussion confidently and in time to a range of action songs • Experience singing canons, simple rounds and other partner songs. • Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow)	• Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)	• Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three-part rounds, partner songs, and songs with different structures. • Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato)	• Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together. • Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato,

Listening						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
• Explore the different sounds of musical instruments. • Know that different ins different sounds and ma to sounds.	•Listen to a range of recorded and live music express own opinion about the music. •Recognise and respond to changes in dynamics, tempo and timbre.	• Listen with greater concentration to a range of recorded and live music and express own opinion about the music. • Recognise changes in dynamics, tempo and	• Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.	• Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects.	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded

• Move body in response to different pieces of music, responding to obvious changes in tempo and dynamics.	• Name some common hand-held percussion instruments and recognise their sounds aurally.	timbre and explain in simple ways how these changes affect the music. • Name an increasing number of hand-held percussion instruments and recognise their sounds.	• Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.	• Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • When listening to music, recognise the difference between major and minor.	drawn from different traditions and historical periods and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.	music drawn from different traditions and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.

Composing						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
• Experiment with and change sounds (voice, body percussion, instruments and sound makers.)	**Improvise** •Improvise simple vocal chants, using question and answer phrases. **Compose** •Explorebody, vocal and percussion sounds to	**Improvise** • Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation.	**Improvise** • Improvise (using voices and instruments), inventing short 'on-the-spot' responses using a given note-range. **Compose**	**Improvise** • Become more skilled in improvising on a given note range (using voice and instruments) • Use improvisations within more structured composition work	**Improvise** • Improvise freely over a drone or simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments.	**Improvise** • Continue to improvise freely over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic

• Create simple representations of events, people and objects and feelings using sounds. • Suggest words and sounds to add to simple songs e.g. choosing an animal when singing 'Old Macdonald') • Experience using simple music technology (e.g. CD player.)	create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance storytelling. •Exploreandunderstandthedifferencebetweencreatingarhythmpatternandapitchpattern. • Begin to create rhythms using words and phrases as a starting point.	**Compose** • Create music as a response to a stimulus e.g. a rocket launching, a rockpool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions. • Create rhythms using words and phrases as a starting point. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions.	• Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. • Begin to compose simple rhythmic patterns and song accompaniments on	**Compose** • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. •Compose rhythmic patterns using crotchets, paired quavers, minims and	**Compose** • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set.	instruments. Extend improvised melodies beyond 8 beats. **Compose** • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Further explore the difference between major and minor by using a 5 note set starting on C (major) and D (minor) and compose a ternary piece (ABA); where other instruments are available e.g.

Musicianship and Performing						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
	Pulse/Beat •Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. **Rhythm**	**Pulse/Beat** • Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo (speed.)	**Pulse &Rhythm** • Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.)	**Pulse & Rhythm** • Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and	**Pulse and Rhythm** • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.	**Pulse and Rhythm** • Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.

Pulse/Beat • Move to the pulse of the music e.g. march, pat knees, clap. **Rhythm** • Copy simple rhythms based on words. • Experience and develop awareness of rhythm and rhyme in speech. **Pitch** • Respond to obvious changes in pitch e.g. stand up/ sit down. **Reading Notation** •Suggest symbols for present sounds e.g.large foot for Daddy Bear,small foot for Baby Bear.	•Copy short rhythm patterns led by the teacher using body percussion and instruments. •Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat. **Pitch** •Listen to sounds in the local school environment, comparing high and low sounds. •Sing familiar songs in both low and high voices and talk about the difference in sound. •Respond physically to high and low sounds. • Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.)	• Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music. **Rhythm** • Begin to identify the difference between pulse and rhythm. • Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument. • Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use rhythm names (walk/jogging). • Read and play rhythm patterns represented as stick notation including crotchets (walk), paired quavers (jogging) and crotchet rests. **Pitch** • Respond to and identify high and low sounds independently when listening to a piece of music. • Begin to recognise the link between shape and pitch in graphic notations. Recognise dot notation and match it to 3 note tunes played on tuned	• Understand the difference between pulse and rhythm. • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.) • Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs. **Pitch** • Play simple melodic patterns using a small number of notes, following staff / dot notation (e.g. C-E/do-mi). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes e.g. C-E/do-mi).	use rhythm names (walk/jogging/rest/stride.) • Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing. **Pitch** • Play and perform simple melodies using a small range of notes, following staff notation. • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing. • Copy short melodic phrases using a small number of notes, recognising pitch changes by ear	**Pitch** • Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. • Understand how triads are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	**Pitch** • Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. • Accompany melodies, using block chords or a bass line using tuned percussion or melodic instruments, or using music software. • Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.