

Music Skills Progression Map St Nicholas CE Primary School 2020

	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
1	<p>Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4</p> <p><i>Pass equal claps around a circle. Step in time to a pulse.</i></p>	<p>Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4</p> <p><i>Recognise, step and clap crotchets, minims and quavers.</i></p> <p><i>Recognise and distinguish aurally and visually between six 4/4 rhythms.</i></p>	<p>Sing back short melodies that use 1-2 different pitches</p> <p>NC1.1/ NC1.2/ NC1.4</p> <p><i>Use body movements to indicate pitch of a melody, eg bird action for high, elephant for low.</i></p>	<p>Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4</p> <p><i>Focus: Contrasting musical elements: Loud/Quiet, High/Low, Smooth/Jumpy, Fast/Slow</i></p>	<p>Improvise simple rhythms based on a given stimuli</p> <p><i>Create a class improvisation/composition based on Twinkle Twinkle Little Star.</i></p>	<p>Play basic rhythms on untuned percussion instruments and using body percussion NC1.2</p> <p><i>Introduction to playing percussion instruments</i></p> <p><i>Stepping in time</i></p>	<p>Sing simple tunes in unison both with and without accompaniment or backing tracks NC1.1</p> <p><i>(All songs in Ann Bryant Scheme of Work) Key Stage 1 songs for church services. Singing in daily worship. Class Eucharist song performances.</i></p>
2	<p>Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4</p>	<p>Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims NC1.2/ NC2.1/ NC2.3</p>	<p>Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4</p>	<p>Identify where elements change (e.g. music gets slower or quieter;) replicate these changes in a simple performance NC1.3/ NC1.4</p> <p><i>Whole class improvisation/comp</i></p>	<p>Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation NC1.4</p> <p><i>Whole class improvisation/composi</i></p>	<p>Play longer phrases on untuned percussion instruments and body percussion</p> <p><i>Accompanying 'The Giant's Garden' with</i></p>	<p>Sing simple songs in rounds NC1.1</p> <p><i>E.g. Frere Jacques, Seek ye First, Kookaburra sits in the old gum tree.</i></p>

	<i>Stepping and clapping the meter.</i>	<i>Start to use rhythm flash cards for crotchets, minims and quavers. Introduce the crotchet rest.</i>	<i>Use 8 body positions for each tone of an octave. Learn hand signals for Do, Mi, So and High Do of sol-fa scale. Start to use rhythm flash cards for crotchets, minims and quavers.</i>	<i>osition Night on the Bare Mountain.</i>	<i>tion Night on the Bare Mountain.</i>	<i>four different note values.</i>	<i>Singing in daily worship. Class Eucharist song performances.</i>
3	<p>Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 time meters. Main focus 2/4 and 4/4. Introduce ¾. Internalise beats and mix meters</p> <p>NC2.1/ NC2.3</p> <p><i>Mixing meters activity – halves of class clapping 3-</i></p>	<p>Perform more extended rhythms that use crotchets, quavers, minims, semibreves and crotchet rests NC2.1/ NC2.4</p> <p><i>Use rhythm flashcards with the above note values. Stepping and clapping activities. Playing percussion from notated music.</i></p>	<p>Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims, semibreves and crotchet rests) NC2.1/ NC2.2/ NC2.3/ NC2.4</p> <p><i>Class perform from rhythm flashcards with crotchets, quavers, minims,</i></p>	<p>Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6</p> <p><i>Russian Dance from 'The Nutcracker Suite'</i></p> <p><i>Music from another culture from BBC Ten Pieces</i></p>	<p>Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2</p> <p><i>An improvisation based on the song 'Chop Chop'</i></p>	<p>Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1</p> <p><i>An improvisation based on the song 'Chop Chop'</i></p> <p><i>Other composition</i></p>	<p>Sing songs and rounds whilst accompanied by ostinatos from the group NC2.1</p> <p><i>Singing assemblies, Key Stage 2 Songs at church festival services. Singing in daily worship. Class Eucharist song performances.</i></p>

	<i>time and 4 time to the same pulse.</i>		<i>semibreves and crotchet rests. Continue to use sol-fa hand signals and body movements to show pitch and focus on recognizing do, so, mi, high do E.g in The Pitch Game.</i>			<i>ideas from BBC Ten Pieces.</i>	
4	<p>On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures (Main focus:3/4) and in different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3 Main focus: ¾.</p> <p><i>Clapping/stamping to Sleigh Ride (in 3 time)</i></p> <p><i>Magic Carpet song activity: moves</i></p>	<p>Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using crotchets, quavers, minims, dotted minims, semibreves and crotchet rests</p> <p>NC2.1/ NC2.3</p> <p><i>Revising the dotted minim 'click clap clap' activity.</i></p>	<p>Perform from and compose using graphic scores. Continue to develop pitch sense.</p> <p>NC2.1/ NC2.2/ NC2.3/ NC2.4</p> <p><i>Creating a graphic score based on 'Dustman's Drudge'</i></p> <p><i>Introduce the note 'la'.</i></p>	<p>Listen to music by another of the great composers (Mozart). Identify different timbres of the instruments of the orchestra.</p> <p>Be aware of how sounds can represent words and create an atmosphere.</p> <p>NC2.1/ NC2.3/ NC2.5/ NC2.6</p> <p><i>Sleigh Ride K605, No. 3 by Mozart.</i></p>	<p>Improvise and compose tunes based on note values learnt; represent the words/ create an atmosphere. Create more developed rhythmic patterns (around 4 bars)</p> <p>NC2.2</p> <p><i>Musical interpretation of the poem 'Dustman's Drudge'.</i></p>	<p>Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments</p> <p>NC2.1</p> <p><i>Use Do, re, mi, so and la. Working with the new note la, invent own rhythm patterns including the notes you know.</i></p>	<p>Sing pieces in two parts that have melodies and countermelodies</p> <p>NC2.1</p> <p><i>'Seek Ye First' hymn</i></p> <p><i>Class Eucharist song performances.</i></p> <p><i>Singing in daily worship. Key Stage 2 songs E.g. Butterfly by Alan Simmons.</i></p>

	<p><i>between 3 and 4 time meters.</i></p> <p><i>Working in 3-time with the new note re.</i></p> <p><i>Dustman's Drudge with ostinato.</i></p>	<p><i>Use rhythm flashcards with the above note values.</i></p>		<p><i>Choose another piece from BBC Ten Pieces.</i></p>			
5	<p>On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures NC2.1</p>	<p>Consolidate use of crotchets, quavers, minims, dotted minims, semibreves and crotchet rests Introduce semiquavers.</p> <p><i>'Introducing semiquavers' activity involving clapping semiquaver patterns and inventing some of their own.</i></p> <p><i>Use rhythm flashcards with all of the above note values, focusing on semiquavers.</i></p>	<p>Learn how pitched notes appear on a staff. Begin to be able to write pitched notes from aural dictation.</p> <p>NC2.1/ NC2.2/ NC2.3/ NC2.4</p> <p><i>Create a giant staff on the floor of the hall. Chn gradually learn the notation by jumping from line to line.</i></p> <p><i>'From sol-fa sounds to full</i></p>	<p>Start to comment on dynamics, texture, pitch and tempo of music (all of which chn should now be familiar). Identify orchestral sounds. NC2.2/ NC2.5/ NC2.6</p> <p><i>Theme: Pop</i></p> <p><i>Baby Elephant Walk by Henry Mancini.</i></p> <p><i>Three big influences: Queen, Abba, The Beatles.</i></p>	<p>Create longer melodies in different tempos and time signatures that can be performed. Include some rhythm patterns learnt so far. Learn about song structure. NC2.2/ NC2.5/ NC2.6</p> <p><i>Compose cross-curricular pieces in groups, for example, songs about saving the environment, or use BBC Ten Pieces projects as a basis for composition.</i></p>	<p>Perform melodies using the full octave or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1</p> <p><i>Perform compositions created in groups.</i></p>	<p>Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1</p> <p><i>Singing assemblies, Key Stage 2 songs for Church Festivals. Singing in daily worship. Class Eucharist song performances.</i></p>

		NC2.1	<p><i>notation' written activity.</i></p> <p><i>Start to display and refer to fully notated music when the class are singing songs together.</i></p>				
6	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3	<p>Consolidate use of crotchets, quavers, minims, dotted minims, semibreves and crotchet rests and semiquavers.</p> <p>Introduce tied notes, syncopation, the dotted crotchet and the single quaver. NC2.1</p> <p><i>Clapping activities, 'Syncopated Shopping' activity.</i></p> <p><i>Continue to use rhythm flashcards</i></p>	<p>Read and play/sing whole class pieces using staff notation with support. Write in full notation by ear.</p> <p>NC2.4</p> <p><i>'Steps and skips' activity which introduces writing intervals of a second and a third.</i></p> <p><i>Wherever possible, display fully notated music when the class are singing songs or</i></p>	<p>Talk confidently about the key features of music including: Tempo Meter Instrumentation Melody Texture Pitch Dynamics</p> <p>Understand the key features of at least four different types/ genres of music</p> <p><i>Theme: Jazz and Blues music.</i> <i>Celebration Overture by Phillip Lane.</i> <i>Songs from the Caribbean.</i></p>	<p>Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6</p> <p><i>Improvise to 'Celebration Overture' Compose pieces using tied quavers.</i></p>	<p>Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4</p> <p><i>Perform compositions from this unit.</i></p>	<p>Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4 <i>Year 6 song at Christmas, Key Stage 2 songs for Church Festivals throughout the year. Our End of Year Shows which are produced for middle schools include challenging extended harmony parts.</i></p>

		<i>including all of the above rhythms.</i>	<i>instrumental pieces together.</i>	<i>Expand the range of music listened to by using BBC Ten Pieces resources in addition to the above.</i>			<i>Class Eucharist song performances.</i>
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