

Music Skills Progression (Durham Music Service & Sing Up)

National Curriculum (KS1)

1.1 = Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes

1.2 = Pupils play tuned and untuned instruments musically

1.3 = Pupils listen with concentration and understanding to a range of high-quality live and recorded music

1.4 = Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music

		BUILDING BLOCKS			STRANDS OF LEARNING			
		<u>Pulse</u>	<u>Rhythm</u>	<u>Melody (and notation)</u>	<u>Active Listening</u>	<u>Composing & Improvising</u>	<u>Performing</u>	<u>Singing</u>
Developing a sense of pulse & rhythm	Year 1	<i>Keep a steady pulse in a group and pick up out 2 different temps in music</i> 1.3 1.4 Aut: Little Fingers (Durham Music Service) Spr1: Colonel Hathi's march Spr2: Football Sum1: 'Dawn' from <i>Sea Interludes</i> (not 1.4) Sum2: Come dance with me	<i>Repeat back short basic rhythms and perform rhythmic ostinatos</i> 1.2 1.4 Aut: Little Fingers (Durham Music Service) Spr1: Colonel Hathi's march Spr2: Football Sum2: Come dance with me	<i>Identify musical features in a range of high-quality live & recorded music</i> <i>Replicate basic rhythms heard</i> 1.1 1.2 1.4 Aut: Little Fingers (Durham Music Service) Spr1: Colonel Hathi's march (not 1.1) Spr2: Football Sum1: 'Dawn' from <i>Sea Interludes</i> (not 1.2 1.4) Sum2: Come dance with me	<i>Improvise simply rhythms based on a given stimuli (eg rhythm grids)</i> <i>Replicate rhythms heard</i> 1.3 1.4 Aut: Little Fingers (Durham Music Service) Spr1: Colonel Hathi's march Spr2: Football Sum1: 'Dawn' from <i>Sea Interludes</i> (not 1.4) Sum2: Come dance with me	<i>Play basic rhythms on untuned percussion instruments and using body percussion</i> 1.4 Aut: Little Fingers (Durham Music Service) Spr1: Colonel Hathi's march Spr2: Football Sum2: Come dance with me	<i>Sing simple folk tunes in unison both with/without accompaniment or backing tracks</i> 1.2 Aut: Little Fingers (Durham Music Service) Spr1: Colonel Hathi's march Spr2: Football Sum2: Come dance with me	<i>Sing back short melodies that use 1-2 different pitches</i> 1.1 Aut: Little Fingers (Durham Music Service) Spr2: Football Sum1: 'Dawn' from <i>Sea Interludes</i> Sum2: Come dance with me

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	Year 2	<i>Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4)</i> 1.2 1.4 Aut/Spr1: Ukulele (Durham Music Service) Spr2: Grandma Rap Sum1: Carnival of the animals Sum2: Tanczyny labada (not 1.4)	<i>Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims</i> 1.3 2.1 2.3 Aut/Spr1: Ukulele (Durham Music Service) Spr2: Grandma Rap Sum1: Carnival of the animals Sum2: Tanczyny labada	<i>Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims</i> 1.1 1.2 1.4 Aut/Spr1: Ukulele (Durham Music Service) Spr2: Grandma Rap Sum1: Carnival of the animals (not 1.1) Sum2: Tanczyny labada (not 1.4)	<i>Identify where elements change (e.g. music gets faster or louder;) replicate these changes in a simple performance</i> 1.3 1.4 Aut/Spr1: Ukulele (Durham Music Service) Spr2: Grandma Rap Sum1: Carnival of the animals Sum2: Tanczyny labada (not 1.4)	<i>Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation</i> 1.4 Aut/Spr1: Ukulele (Durham Music Service) Spr2: Grandma Rap Sum1: Carnival of the animals	<i>Play longer phrases on untuned percussion instruments and body percussion</i> 1.2 Aut/Spr1: Ukulele (Durham Music Service) Spr2: Grandma Rap Sum1: Carnival of the animals Sum2: Tanczyny labada	<i>Sing simple songs and folk songs in rounds</i> 1.1 Aut/Spr1: Ukulele (Durham Music Service) Spr2: Grandma Rap Sum2: Tanczyny labada
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National Curriculum (KS2)

- 2.1** = Play & perform in solo & ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, & expression
2.2 = Improvise & compose music for a range of purposes using the inter-related dimensions of music
2.3 = Listen with attention to detail and recall sounds with increasing aural memory
2.4 = Use & understand staff and other musical notation
2.5 = Appreciate and understand a wide range of high-quality live & recorded music drawn from different traditions and from great composers and musicians
2.6 = Develop an understanding of the history of music

		BUILDING BLOCKS			STRANDS OF LEARNING			
		<u>Pulse</u>	<u>Rhythm</u>	<u>Melody (and notation)</u>	<u>Active Listening</u>	<u>Composing & Improvising</u>	<u>Performing</u>	<u>Singing</u>
Adding melody to pulse & rhythm	Year 3	<i>Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 in at least 3 different tempos</i> 2.1 2.3 Aut: Enchanted Forest (recorders) Spr1: Latin Dance Spr2/Sum: Ukulele (Durham Music Service)	<i>Perform more extended rhythms that use crotchets, quavers, minims and their rests</i> 2.1 2.4 Aut: Enchanted Forest (recorders) Spr1: Latin Dance Spr2/Sum: Ukulele (Durham Music Service)	<i>Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests)</i> 2.1 2.2 2.3 2.4 Aut: Enchanted Forest (recorders) Spr1: Latin Dance Spr2/Sum: Ukulele (Durham Music Service)	<i>Identify and describe musical features in pieces from different traditions; sing or playback simple melodies that are heard</i> 2.3 2.5 2.6 Aut: Enchanted Forest (recorders) Spr1: Latin Dance Spr2/Sum: Ukulele (Durham Music Service)	<i>Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests</i> 2.2 Aut: Enchanted Forest (recorders) Spr1: Latin Dance Spr2/Sum: Ukulele (Durham Music Service)	<i>Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms</i> 2.1 Aut: Enchanted Forest (recorders) Spr1: Latin Dance Spr2/Sum: Ukulele (Durham Music Service)	<i>Sing songs and folk rounds whilst accompanied by ostinatos from the group</i> 2.1 Aut: Enchanted Forest (recorders) Spr1: Latin Dance Spr2/Sum: Ukulele (Durham Music Service)

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		<i>On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany</i> 2.1 2.3 Aut/Spr: Mini Trombones (Durham Music Service) Aut/Spr: This little light of mine Aut/Spr: Fanfare for the Common Man Aut 1&2: My fantasy football team Spr1: Pink Panther (not 2.1) Spr 2: Spain Sum1: Global Pentatonics Sum2: My favourite song	<i>Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests</i> 2.1 2.3 Aut/Spr: Mini Trombones (Durham Music Service) Aut/Spr: This little light of mine Aut/Spr: Fanfare for the Common Man Aut 1&2: My fantasy football team Aut 1&2: My fantasy football team Spr1: Pink Panther (not 2.1) Spr 2: Spain Sum1: Global Pentatonics Sum2: My favourite song	<i>Perform from and compose using 5 pitched notes (or 4 chords)</i> 2.1 2.2 2.3 2.4 Aut/Spr: Mini Trombones (Durham Music Service) Aut/Spr: This little light of mine (not 2.4) Aut/Spr: Fanfare for the Common Man Aut 1&2: My fantasy football team Spr1: Pink Panther (not 2.1 2.4) Spr 2: Spain Sum1: Global Pentatonics Sum2: My favourite song (not 2.2)	<i>Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time</i> 2.1 2.3 2.5 2.6 Aut/Spr: Mini Trombones (Durham Music Service) Aut/Spr: This little light of mine Aut/Spr: Fanfare for the Common Man (not 2.6) Aut 1&2: My fantasy football team (not 2.5 2.6) Spr1: Pink Panther (not 2.1 2.6) Spr 2: Spain Sum1: Global Pentatonics Sum2: My favourite song	<i>Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars)</i> 2.2 Aut/Spr: Mini Trombones (Durham Music Service) Aut/Spr: This little light of mine Aut/Spr: Fanfare for the Common Man Aut 1&2: My fantasy football team Spr1: Pink Panther Spr 2: Spain Sum1: Global Pentatonics	<i>Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments</i> 2.1 Aut/Spr: Mini Trombones (Durham Music Service) Aut/Spr: This little light of mine Aut/Spr: Fanfare for the Common Man Aut 1&2: My fantasy football team Spr 2: Spain Sum1: Global Pentatonics Sum2: My favourite song	<i>Sing pieces in two parts that have melodies and counter-melodies</i> 2.1 Aut/Spr: Mini Trombones (Durham Music Service) Aut/Spr: This little light of mine Aut/Spr: Fanfare for the Common Man Aut 1&2: My fantasy football team Spr 2: Spain Sum1: Global Pentatonics Sum2: My favourite song
	Year 4							

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Developing as a musician	Year 5	<i>On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures</i> 2.1 2.3 Aut1: What shall we do with the drunken sailor? Aut2: Introduction to songwriting Spr1: Madina tun nabi Spr2: Building a groove Sum1: Epoca Sum2: Kisne banaaya	<i>Perform pieces which use off-beat and dotted rhythms and single quaver rests</i> 2.1 Aut1: What shall we do with the drunken sailor? Aut2: Introduction to songwriting Spr1: Madina tun nabi Spr2: Building a groove Sum1: Epoca Sum2: Kisne banaaya	<i>Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated</i> 2.1 2.2 2.3 2.4 Aut1: What shall we do with the drunken sailor? Aut2: Introduction to songwriting (not 2.4) Spr1: Madina tun nabi (not 2.4) Spr2: Building a groove Sum1: Epoca (not 2.4 2.2) Sum2: Kisne banaaya	<i>Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms</i> 2.1 2.5 2.6 Aut1: What shall we do with the drunken sailor? Aut2: Introduction to songwriting (not 2.6) Spr1: Madina tun nabi Spr2: Building a groove Sum1: Epoca Sum2: Kisne banaaya	<i>Create four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms</i> 2.2 2.5 2.6 Aut1: What shall we do with the drunken sailor? Aut2: Introduction to songwriting (not 2.6) Spr1: Madina tun nabi Spr2: Building a groove Sum1: Epoca Sum2: Kisne banaaya	<i>Perform 8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms</i> 2.1 Aut1: What shall we do with the drunken sailor? Aut2: Introduction to songwriting Spr1: Madina tun nabi Spr2: Building a groove Sum1: Epoca Sum2: Kisne banaaya	<i>Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts</i> 2.1 Aut1: What shall we do with the drunken sailor? Aut2: Introduction to songwriting Spr1: Madina tun nabi Spr2: Building a groove Sum1: Epoca Sum2: Kisne banaaya

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	Year 6	To achieve these outcomes, pupils should be able to perform with increasing accuracy			Talk about the key features of music including: - Tempo - Metre - Instrumentation - Melody Understand the key features of at least four different types/genres of music 2.1 2.3 2.5 2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures 2.2 2.5 2.6	Perform confidently and accurately individually and as part of a group 2.1 2.4 Aut1: Hey Mr Miller Aut2: Composing for Protest Spr1: Donna Nobis Pacem Spr2: Twinkl Variations Sum1: Exploring Identity through Song Sum2: Ame sau vala tara bal	Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts 2.1 2.4 Aut1: Hey Mr Miller Aut2: Composing for Protest Spr1: Donna Nobis Pacem Spr2: Twinkl Variations Sum1: Exploring Identity through Song Sum2: Ame sau vala tara bal
		When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music 2.1 2.3	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos 2.1	Perform from and compose with 8 different notes; Capture the work in different forms including staff notation so it can be recreated 2.4				
		Aut1: Hey Mr Miller Aut2: Composing for Protest Spr1: Donna Nobis Pacem Spr2: Twinkl Variations Sum1: Exploring Identity through Song Sum2: Ame sau vala tara bal	Aut1: Hey Mr Miller Aut2: Composing for Protest Spr1: Donna Nobis Pacem Spr2: Twinkl Variations Sum1: Exploring Identity through Song Sum2: Ame sau vala tara bal	Aut1: Hey Mr Miller Aut2: Composing for Protest Spr1: Donna Nobis Pacem Spr2: Twinkl Variations Sum2: Ame sau vala tara bal	Aut1: Hey Mr Miller Aut2: Composing for Protest Spr1: Donna Nobis Pacem Spr2: Twinkl Variations Sum1: Exploring Identity through Song Sum2: Ame sau vala tara bal	Aut1: Hey Mr Miller Aut2: Composing for Protest Spr1: Donna Nobis Pacem Spr2: Twinkl Variations Sum1: Exploring Identity through Song Sum2: Ame sau vala tara bal	Aut1: Hey Mr Miller Aut2: Composing for Protest Spr1: Donna Nobis Pacem Spr2: Twinkl Variations Sum1: Exploring Identity through Song Sum2: Ame sau vala tara bal	Aut1: Hey Mr Miller Aut2: Composing for Protest Spr1: Donna Nobis Pacem Spr2: Twinkl Variations Sum1: Exploring Identity through Song Sum2: Ame sau vala tara bal