



**Whole school Overview**

**MUSIC - Progression of skills from HMS/MMC**

<b>Subject:</b>	Music - progression of skills linked to NC/MMC	<b>Academic year:</b>	2023-2024
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Building Blocks					Strands of Learning			
		Pulse	Rhythm	Melody (and notation)	Active Listening	Composing & Improvising	Performing	Singing
	Year N			Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EAD)	Listen with increased attention to sounds. (EAD) Respond to what they have heard, expressing their thoughts and feelings. (EAD)	Create their own songs, or improvise a song around one they know (EAD)	Remember and sing entire songs. (EAD)  Play instruments with increasing control to express their feelings and ideas (EAD)	Sing a large repertoire of songs.(CL) Sing the pitch of a tone sung by another person ('pitch match') (EAD)
	Year R	Create and perform actions and play instruments to a steady beat with teacher	Listen and copy simple patterns Count beats in name		Listen carefully to rhymes and songs, paying attention to how they sound.(CL)	Explore, use and refine a variety of artistic effects to express their ideas and feelings.(EAD) Create collaboratively,	Return to and build on their previous learning, refining ideas & developing their ability to represent them. (EAD) Explore & engage in	Sing in a group or on their own, increasingly matching the pitch and



						sharing ideas, resources and skills.(EAD)	music making & dance, performing solo or in groups (EAD) Perform songs, rhymes, poems & stories with others, & (when appropriate) try to move in time with music. (ELG - EAD)	following the melody (EAD) Sing a range of well-known nursery rhymes and songs. (ELG - EAD)
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Building Blocks					Strands of Learning			
		Pulse	Rhythm	Melody (and notation)	Active Listening	Composing & Improvising	Performing	Singing
Developing a sense of pulse and Rhythm	Year 1	Keep a steady pulse in a group and be able to pick out two different tempos in music. NC1.3/1.4	Repeat short basic rhythms and perform simple rhythmic ostinatos. NC1.2/1.4	Sing back short melodies that use 2 – 3 pitched notes, and develop an understanding of pattern work in music using rhythmic grids. NC1.1/1.2/1.4	Identify musical features in a range of high-quality, live and recorded music; replicate basic rhythms. NC1.3/1.4	Improvise simple rhythms based on given stimuli (e.g. rhythm grids). NC1.4	Play simple rhythms of untuned percussion instruments and using body percussion. NC1.2	Sing simple songs in unison, both with and without accompaniment or backing tracks. NC1.1
	Year 2	Keep a steady pulse alone and with others with a musical accompaniment. Demonstrate at least 2 different time signatures (3/4 & 4/4) NC1.3/1.4	Repeat longer basic rhythms (2 bars or more); perform from notation (using crotchets, quavers and minims) NC1.2/2.1/2.3	Sing back short melodies using at least 3 pitched notes. Perform from musical notation including crotchets and minims. NC1.1/1.2/1.4	Identify changing elements (e.g music gets faster/louder); replicate these differences in a simple performance. NC1.3/1.4	Repeat longer basic rhythms (2 bars of more) and add imitations and variations of those rhythms. NC1.4	Play longer phrases on untuned percussion instruments and body percussion. NC1.2	Sing simple songs in rounds. NC1.1



Building Blocks					Strands of Learning			
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Adding melody to Pulse and Rhythm	Year 3	Keep a steady pulse alone and with others, without musical accompaniment; demonstrate 2/4, 3/4 and 4/4, using at least 3 different tempos. NC2.1/2.3	Perform longer rhythms (more than 2 bars), using crotchets, quavers, minims and their rests. NC2.1/2.4	Perform and compose, using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests). NC2.1/2.2/2.3/2.4	Identify and describe musical features in music from different traditions. Sing or play back simple melodies from the music. NC2.3/2.5/2.6	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests. NC2.2	Use tuned percussion, melodic instruments and voices to perform melodies and simple rhythms (3 + notes). NC2.1	Sing songs accompanied by ostinatos from the group. NC2.1
	Year 4	Keep a steady pulse on an instrument in 2/3, 3/4, and 4/4, using different tempi, with other pupils	Perform pieces with at least 2 simultaneous rhythms; recognise	Perform and compose using 5 pitched notes or 4 chords. NC2.1/2.2/2.3/2.4	Compare music from different traditions. Performs music heard aurally that	Improvise and compose tunes using 5 notes. Create more developed rhythmic	Perform melodies with 5 notes (or 4 chords) with more complex rhythms on tuned instruments.	Sing pieces in two parts. NC2.1



		accompanying with an ostinato NC2.1/2.3	and clap back rhythms using single quaver rests. NC2.1/2.3		contains 2 parts at the same time. NC2.1/2.3/ 2.5/2.6	patterns (4 bars). NC2.2	NC2.1	
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Building Blocks					Strands of Learning			
		Pulse	Rhythm	Melody (and notation)	Active Listening	Composing & Improvising	Performing	Singing
Developing as a Musician	Year 5	Perform at least 3 contrasting tempi, regularly and accurately, on a tuned instrument. NC2.1	Perform pieces using off beat and dotted rhythms and single quaver rests. NC2.1	Perform and compose using 5 – 8 pitched notes. Capture the work in different formats so it can be recreated. NC2.1/2.2/2.3/2.4	Whilst listening, identify and perform syncopated/off-beat rhythms. Explain why the music uses those rhythms. NC2.2/2.5/2.6	Create 4 bar melodies including some off-beat rhythms. Use different tempi and time signatures. NC2.2/2.5/2.6	Perform 5-8 note melodies or developed chord progressions (2+ chords per bar). NC2.1	Sing pieces with a range of at least 8 notes in at least 2 parts. NC2.1
	Year 6	Follow directions to change tempo accurately, playing alone and with others. NC2.1/2.3	Perform pieces which use off-beat and syncopated rhythms in 3 different time signatures and tempi. NC2.1	Perform and compose using 8 pitched notes. Capture the work in different formats, including staff notation so it can be recreated. NC2.4	Describe key features in music including; tempo, metre, instrumentation, melody. Understand features of at least 4	Improvise and compose longer pieces using up to 8 notes with a variety of rhythms, tempi and time signatures. NC2.2/2.5/2.6	Perform with confidence and accuracy alone or as part of a group. NC2.1/2.4	Sing musically, responding to performance directions, e.g. phrasing. Sing more extended harmonic parts.



					different types/genres of music. NC2.1/2.3/2.5/2.6			NC2.1/2.4
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