



ACES Academy Trust Primary Music Progression



The following document outlines our progression in Music. Whilst the criteria within each year group will be taught through Music lessons and modelled through the use of technology and instruments, music across the school and curriculum should display the taught elements.

This document is for the use of practitioners, pupils and parents. Practitioners will also benefit from using this document alongside Model Music Curriculum and the Curriculum Map.

New instruments in each year:

Year 1: Percussion	Year 4 Violins/Ukulele
Year 2: Ocarina	Year 5: Keyboard/Piano
Year 3: Recorders	Year 6: Piano

Year 1			
Singing	Listening	Composing	Musicianship
Sing simple songs, chants and rhymes	Listen quietly to short extract of music.	Create simple rhythm patterns	<u>Pulse/Beat</u> Beat to a steady beat
Sing simple songs changes and rhymes from memory Sing in unison	State what they like or dislike about the music.	Create simple pitch patterns Create musical sound effects	Use Body and untuned percussion to beat repeated rhythms Use tuned percussion to repeat pitched rhythms

<p>Sing responding to visual directions; stop, start, loud, quiet and counting in.</p> <p>Sing using a small pitch range (mi-so)</p> <p>Sing using call and response songs.</p>	<p>Listen to the stories, origins, traditions, history and social context of the music they are listening to.</p> <p>Listen to recorded music performances.</p>	<p>Create short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music to tell a story.</p> <p>Record composition using graphical notation.</p> 	<p>Respond to pulse using stepping, jumping or walking</p> <p><u>Rhythm</u></p> <p>Repeat short rhythms – led by a teacher</p> <p>Perform short rhythms keeping time</p> <p>Create, perform, retain word chants</p> <p><u>Pitch</u></p> <p>Recognise high or low pitch.</p> <p>Sing familiar songs in high/low pitch</p> <p>Use percussion to enhance story telling.</p>
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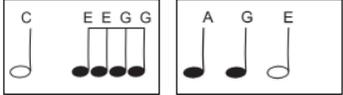
Year 2 (Year 1 content plus the following)			
Singing	Listening	Composing	Musicianship
<p>Sing using a wider range of pitch, a 5th (do-so).</p> <p>Increase vocal control while singing.</p> <p>Develop pitch accurately within a 5th</p> <p>Identify the meaning of dynamics.</p>	<p>Listen quietly to an extract of music.</p> <p>State what they like or dislike about the music with reasons.</p> <p>Listen to the stories, origins, traditions, history and social context of the music they are listening to.</p>	<p>Create music to a stimulus – e.g. storm, car race, rocket launch etc.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p>	<p><u>Pulse/Beat</u></p> <p>Recognise the speed of the beat can change</p> <p>Marking the beat of a listening piece</p> <p>Group beats in 2 and 3s</p>

<p>Identify the meaning of tempo</p> <p>Demonstrate the meaning of dynamics.</p> <p>Demonstrate the meaning of tempo.</p> <p>Respond to a leader's directions and visual symbols.</p>	<p>Link the history to the type of music being listened to.</p> <p>Listen and respond to recorded music performances.</p>	<div data-bbox="1137 204 1370 300" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Improvise simple question and answer phrases</p> <p>Use clef note notation to record compositions</p> <p>Compose question and answer phrases</p> <p>Create composition to tell a short story.</p>	<p>Identify beat groupings <u>Rhythm</u></p> <p>Use copycat rhythms, invent new rhythms for others to follow (percussion)</p> <p>Create rhythms using word phrases</p> <p>Read and respond to chanted rhythm patterns – introduce note notation, crotchet, quavers and crotchet rests.</p> <p>Perform rhythm patterns</p> <p><u>Pitch</u></p> <p>Match pitch using voice</p> <p>Sing independently within a short song or game</p> <p>Respond to pitch</p> <p>Recognise dot notation</p>
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Year 3 (Year 1 and 2 content plus the following)

Singing	Listening	Composing	Performance
<p>Recognise the beat in a bar for 2,3,4,</p> <p>Sing in unison using forte/piano directions</p> <p>Singing in harmony, using forte/piano directions.</p> <p>Perform actions confidently and in time</p> <p>Walk, move or clap to a steady beat, responding to tempo.</p>	<p>Listen to a longer extract of piece of music.</p> <p>State what they like or dislike about the music and justify their opinions.</p> <p>Listen to the stories, origins, traditions, history and social context of the music they are listening to.</p> <p>Identify the different periods of musical history</p> <p>Listen and respond to recorded and live music performances.</p>	<p>Use voice, tuned and untuned percussion and instruments to improvise 'on the spot' tunes.</p> <p>Structure musical ideas using echo or questions and answer phrases to create music with a beginning, middle and end.</p> <p>Compose music in response to different stimuli, e.g. stories, verse, images and musical sources.</p> <p>Combine rhythmic notation with letter names to create rising and falling phrases.</p> <p>Compose song accompaniments using untuned percussion.</p>	<p>Recognise a range of musical notes within an octave</p> <p>Use and recognise a range of note lengths (Appendix 1)</p> <p>Develop skill in playing a tuned percussion or melodic instrument.</p> <p>Perform using dot notation.</p> <p><u>Reading Notation</u></p> <p>Recognise the staff; staves, lines and spaces, clef and pitch. (Use dot notation to show higher or lower pitch.</p> <p>Recognise crotchets and paired quavers</p> <p>Apply word chants to rhythms – aligning a syllable to one musical note</p>

Year 4 (All previous years content, plus the following)

Singing	Listening	Composing	Performance
<p>Sing a broad range of unisons songs within an octave</p> <p>Sing rounds and partner songs to develop harmony</p> <p>Sing songs in different time signatures</p>	<p>Listen to a piece of music.</p> <p>State what they like or dislike about the music and justify their opinions using musical knowledge.</p> <p>Comment on the stories, origins, traditions, history and social context of the music they are listening to.</p> <p>Identify the different period of music of each piece of music</p> <p>Listen and respond to recorded and live music performances.</p>	<p>Improve an 'on the spot tune' within an octave.</p> <p>Identify key language as shown in Appendix 1.</p> <p>Compose using a structure</p> <p>Recognise note letter names</p> <p>Identify note values</p>  <p>Identify note values e.g. crotchet minim etc., arranged into bars.</p> <p>Compose an accompaniment to a film clip or poem</p> <p>Introduce major and minor chords</p> <p>Record ideas using graphic symbols</p> <p>Identify different rhythm notation and time signatures</p> <p>Recall and apply staff notation</p>	<p>Use basic skills of the instrument e.g. fingering, blowing, note recognition</p> <p>Perform using staff notation</p> <p>Perform in unison and two part harmony</p> <p>Identify static and moving parts of different instruments</p> <p>Perform in harmony within a group</p> <p>Recognise the notes of the pentatonic scale.</p> <p><u>Reading Notation</u></p> <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Follow and perform simple rhythmic scores to a steady beat.</p> <p>Maintain an individual part accurately within the rhythmic</p>

			texture, achieving a sense of ensemble.
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Year 5 (All previous years content, plus the following)			
Singing	Listening	Composing	Performance
<p>Sing in a range of styles</p> <p>Sing using accurate phrasing</p> <p>Sing using accurate pitch</p> <p>Sing in three parts, partner songs.</p> <p>Sing songs with a verse and chorus.</p>	<p>Identify different periods of music</p> <p>Link different pieces of music to different periods</p> <p>Use appropriate musical terminology to give opinions</p> <p>Identify the music of different important composers and their music</p>	<p>Identify a range of rhythm notation (See appendix 1)</p> <p>Identify and explain a range Time signatures</p> <p>Use staff notation to record compositions</p> <p>Improvise a melody over a drone, using tuned percussion</p> <p>Respond to beat, creating shape</p> <p>Use a range of dynamics to create effect pp,p,mf,f,ff etc.</p> <p>Identify C Major and A minor</p> <p>Use ternary structure (ABA) in a composition Compose a short piece</p> <p>Create a mood/atmosphere/ environment using music.</p>	<p>Perform on pitched percussion/singing</p> <p>Read stave notation</p> <p>Demonstrate the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Use instruments to create triads</p> <p>Recognise and use an octave</p> <p>Identify the different parts of an instrument.</p> <p><u>Reading Notation</u> Demonstrate the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols</p>

		Compose music to a silent film/book etc.	for known rhythms and note durations.
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Year 6 (All previous years content, plus the following)			
Singing	Listening	Composing	Performance
<p>Sing in a <i>syncopated rhythm</i></p> <p>Perform 3 and 4 part rounds independently</p> <p>Perform to an audience.</p> <p>Sing in multipart harmony</p> <p>Demonstrate the differences between the note values as shown in Appendix 1 e.g <i>semibreves, minims, crotchets, quavers</i> and <i>semiquavers</i>, and their equivalent <i>rests</i>.</p>	<p>Identify music from different periods of musical history Music history/periods of music</p> <p>Identify composers of different pieces of music</p> <p>Identify the stories, origins, traditions, history and social context of the music they are listening to.</p>	<p><u>Improvisation</u></p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats.</p> <p>Music notation – graphical symbols</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the <i>pentatonic</i> scale</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Create a rhythmic or chordal accompaniment.</p>	<p>Play a melody following <i>staff notation</i> written on one staff and using notes within an <i>octave range (do-do)</i>.</p> <p>Make decisions about dynamic range, including very loud (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>) and moderately quiet (<i>mp</i>).</p> <p>Accompany a same melody, and others, using block chords or a bass line.</p> <p>Engage with others through ensemble playing.</p> <p>Read music notation accurately using crotchets, quavers minims, semi breves, semi quavers and rests.</p>

		Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	
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Appendix 1

	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Staff, lines and spaces, clef*, reading dot notation	✓ do–me Range of a 3rd	✓ do–so Range of a 5th	✓ do–do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓