



Halton Community Combined School

Skills Progression Map

Curriculum Area: Music

Terms, Topics, Music & Composers	Poppies Bluebells Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Key Stage 1 National Curriculum Expectations		Key Stage 2 National Curriculum Expectations			
	Sing a large repertoire of songs. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Perform songs, rhymes, poems and stories with others,	Pupils should be taught to: •use their voices expressively and creatively by singing songs and speaking chants and rhymes; •play tuned and untuned instruments musically; •listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.		Pupils should be taught to: •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; •improvise and compose music for a range of purposes using the inter-related dimensions of music; •listen with attention to detail and recall sounds with increasing aural memory; •use and understand staff and other musical notations; •appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; •develop an understanding of the history of music.			

	and (when appropriate) try to move in time with music.						
	Poppies Bluebells Early Learning Goals	Year 1 Active Music Digital	Year 2 Active Music Digital	Year 3 Active Music Digital	Year 4 Active Music Digital	Year 5 Active Music Digital	Year 6 Active Music Digital
		Musicianship skills included in each Unit: Listening, Composing (including improvising) Performance (singing and instrumental) Music Notation					
Rhythm & Pulse	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, Poems and songs.	To learn to experience what is meant by PULSE or steady beat. To learn to keep a pulse through actions and body percussion. To continue to consolidate understanding of pulse through practical activities (rhythm, action and clapping games) To follow a pulse at varying tempos. To introduce Ta (crotchet) and Te-Te (quaver) rhythms and relate to known chants. To read 4 beat rhythms.	To continue to learn what is meant by PULSE/steady beat. To continue to consolidate understanding of pulse through practical activities (rhythm, action and clapping games) To clarify the difference between rhythm and pulse. To revise the rest and to read and internalise rhythm patterns. To learn about ostinatos. Transfer rhythm patterns on to percussion instruments. To work in groups.	To keep a steady beat whilst chanting and singing. To internalise and recall sounds with increasing aural memory. To create musical patterns. To sing in unison with clear diction and control of pitch. To internalise and recall melodic and rhythmic phrases. To recognise and read rhythm symbols within phrases using Ta, Te-Te and REST. To internalise and recall rhythm patterns through	To create musical patterns, internalising and recalling sounds, rhythm patterns and melodies with increasing aural memory. To sing in unison with clear diction and control of pitch. To chant and perform increasingly complex actions to a steady pulse. To clarify the differences between pulse and rhythm. To recognise and read different rhythm symbols within phrases	To chant to a steady pulse. To sing in unison while maintaining actions to a steady pulse. To create and perform clapping and movement sequences to a pulse. To internalise and recall increasingly lengthy rhythm patterns. To read rhythm notations Ta, Te-Te, REST and introduce Ta -a (minim) and dotted quavers. To maintain their own part in a piece with 3 layers of sound (pulse, rhythm, ostinato) and recognise how	To create clapping routines to a steady pulse, being inventive with rhythm patterns. To learn dance movements and actions to songs. To sing with clear diction and in 2 parts. To read rhythm notations containing Ta-a, Ta, Te-te and Rest. To compose sequences and practise in groups – perform and appraise. To further develop musical memory by internalising and recalling a 16-beat rhythm pattern.

		To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse. To transfer rhythm patterns on to percussion instruments. To learn the place of a 'rest' in music and incorporate this into their knowledge of rhythm.	To listen to each other, start and finish at the same time and keep a steady pulse. To perform and appraise. To reinforce experience of rhythm and pulse and internalise rhythms and phrases with increasing aural memory. To listen with concentration and internalise and recall sounds with increasing aural memory. To compose and perform rhythm patterns in groups. To appraise and improve their work.	voice and body percussion. To collaborate in groups to create 4-beat rhythm sequences with words, based around a theme. To rehearse and present performances. To appraise and improve their work. To extend compositions by adding instrumental accompaniments.	using Ta, Te-Te and REST. To create musical patterns in 3 parts with pulse, rhythm and ostinatos. To rehearse and perform in groups. To play rhythmic phrases on percussion instruments. To listen to each other and keep in time. To compose and play rhythm rounds in groups using voices, body percussion and instruments.	those parts fit together. To improvise/compose new rhythm patterns. To practise and perform in groups. To appraise performances.	To compose rhythm rounds in groups, using voices, body percussion and instruments. To maintain their own part in a group performance with an awareness of how the other parts fit together. To compose and perform rhythm/action sequences in groups, building and reducing layers, using instruments to accompany movements. To appraise their performance.
Pitch	Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	To learn to make higher/lower sounds with voices in response to gestures and visual patterns. To follow a scale up and down with	To experiment with different timbres of voice. To pitch-match (and sing solos) on So, Mi and La, with hand signs. To keep a steady pulse and reinforce	To experiment with different ways the voice can be used. To learn solfa names and hand signs for So, Mi, La, Do and Re. To read simple notated rhythm and pitch patterns	To experiment with different ways the voice can be used. To learn solfa names and hand signs for So, Mi, La, Do and Re. To read simple notated rhythm and pitch patterns	To play melodies on tuned instruments and to create accompaniments to a song. To create 3 layers of sound with drones, ostinatos and melodies. To maintain one part with an	To recognise and sing the intervals between Do, Re, Mi, So and La. To sing from notated rhythm and pitch patterns using Ta, Te-te, Ta-

		singing and actions. To sing songs containing So, Mi and La with increasing accuracy. To create musical patterns by writing 4-beat rhythm and pitch phrases, practising and performing them in groups.	concept of high and low. To read and sing from notation using Ta, Te-te on So and Mi. To keep a steady pulse and clap accurate rhythm names Ta and Te-te. To internalise and recall melodic phrases. To play tuned instruments to a steady pulse as an accompaniment to singing. To improvise instrumental patterns. To listen with concentration and to internalise and recall sounds with increasing aural memory. To show recognition of changes in pitch.	using Ta, Te-te and REST. To recognise and sing the intervals between So, Mi, La, Do and Re. To sing from notated rhythm and pitch patterns using Ta, Te-te and rest, So, Mi, La, Do and Re (Full pentatonic notation) To use tuned instruments to play pulse, rhythm and to pick out melodies. To experiment with ostinatos and begin to layer sounds. To perform in 2 parts. To practise and perform as a class and individually. To compose own rhythm and pitch notations for the class to practice and perform.	using Ta, Te-te and REST. To recognise and sing the intervals between So, Mi, La, Do and Re. To sing from notated rhythm and pitch patterns using Ta, Te-te and rest, So, Mi, La, Do and Re (Full pentatonic notation) To use tuned instruments to play pulse, rhythm and to pick out melodies. To experiment with ostinatos and begin to layer sounds. To perform in 2 parts. To practise and perform as a class and individually. To compose own rhythm and pitch notations for the class to practice and perform.	awareness of how the other parts fit together. To read rhythm and pitch notation and play pentatonic melodies with accuracy. To practise and perform as a class and individually. To compose own rhythm and pitch notations for the class to practice and perform.	a and rest and full pentatonic scale. To play So, Mi, Do melodies on the chime bars. To play melodies on tuned instruments and to create accompaniments to a song. To create 3 layers of sound with drones, ostinatos and melodies. To maintain one part with an awareness of how the other parts fit together. To read rhythm and pitch notation and play pentatonic melodies with accuracy. To practise and perform as a class and individually. To compose own rhythm and pitch notations for the class to practice and perform.
--	--	---	--	---	---	---	--

Singing Explore and engage in music making and dance, performing solo or in groups.	Remember and sing entire songs. Create their own songs, or improvise a song around one they know Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs.	To sing with a sense of shape of the melody. To tap knees/clap hands to a steady pulse while singing and to move within a musical time frame. To follow musical instructions from cue words. To memorise a sequence of actions and perform them to a steady pulse. To internalise parts of a song and clap accurate rhythms. To take part in new and familiar singing games. To follow cue word actions, listen to instructions and move to a musical time frame. To think up actions and memorise sequences of actions.	To learn new singing games. To sing with a sense of shape of melody and with rhythmic accuracy. To tap/clap to a steady beat to accompany singing. To keep a steady pulse with a partner, moving to a musical time frame and coordinating actions to cue words. To sing a solo or in a small group with confidence. To improvise actions to a steady pulse. To chant with rhythmic accuracy. To jump and coordinate moves to a steady pulse while singing/chanting. To lead the class with solo singing. To move and dance to a musical time frame. To internalise rhythms while singing	To learn new singing/clapping games. To sing with melodic accuracy while tapping a steady pulse. To follow cue word actions and to learn to pass taps from child to child at a consistent tempo around a circle. To memorise sound sequences. To create own hand clapping sequences to a steady pulse. To perform and appraise. To sing with melodic and rhythmic accuracy, both in unison and in 2 parts, and learn a sequential pattern of movements. To keep in time with a regular pulse. To read and perform rhythm patterns accurately. To internalise, memorise and pass	To sing with melodic and rhythmic accuracy and to learn the cue words actions. To create own hand clapping sequences to a steady pulse. To perform in groups and appraise. To move and chant to a steady pulse while singing using balls and ropes, bouncing, catching and skipping. To sing in unison and in 2 parts with clear diction and a sense of phrase. To tap rhythmic phrases using body percussion and claves. To show mastery of fast and slow pulse and awareness of space and time. To play rhythms in canon. To further develop internalising skills. To move within a musical time frame and memorise a	To sing with a sense of shape of the melody. To tap knees/clap hands to a steady pulse while singing and to move within a musical time frame. To follow musical instructions from cue words. To memorise a sequence of actions and perform them to a steady pulse. To internalise parts of a song and clap accurate rhythms. To take part in new and familiar singing games. To follow cue word actions, listen to instructions and move to a musical time frame. To think up actions and memorise sequences of actions.	To learn new singing games. To sing with a sense of shape of melody and with rhythmic accuracy. To tap/clap to a steady beat to accompany singing. To keep a steady pulse with a partner, moving to a musical time frame and coordinating actions to cue words. To sing a solo or in a small group with confidence. To improvise actions to a steady pulse. To chant with rhythmic accuracy. To jump and coordinate moves to a steady pulse while singing/chanting. To lead the class with solo singing. To move and dance to a musical time frame. To internalise rhythms while singing
---	---	---	--	--	--	---	--

				on rhythms, practising and performing in a group, developing internalising skills. To improvise actions to a steady pulse. To learn playground games (bouncing balls and catching to a steady beat)	long movement sequence.		
--	--	--	--	--	--------------------------------	--	--

Instrumental	Play instruments with increasing control to express their feelings and ideas	To explore different instrumental sounds and how they can be played. To learn to play tuned/un-tuned instruments carefully, following instructions, gestures, symbols and word cues. To count, internalise and play instruments to a steady pulse. To play to a steady pulse as an accompaniment to their singing. To comment on the different sounds of the instrument categories. To follow a conductor. To respond to different tempos. To chant/sing and play instruments in 2 parts. To internalise rhythmic phrasing including Ta, Te-te and rests and play	To explore different instrumental sounds and how they can be played. To learn to play tuned/un-tuned instruments carefully, following instructions, gestures, symbols and word cues. To count, internalise and play instruments to a steady pulse, copying and improvising short rhythm patterns. To listen, internalise, recall and play more complex rhythm patterns, keeping steady pulse. To recall and improvise 4 beat and longer rhythm patterns on instruments. To create musical patterns from chosen symbol orders and to practise playing them on instruments of different timbres.	To play un-tuned instruments on key words with rhythmic accuracy as an accompaniment to singing. To improvise melodic phrases on xylophones. To play while using thinking voices. To practise and perform in groups and appraise. To create layers of sound with ostinatos. To play pulse and rhythm on tuned instruments with control and accuracy. To choose and organise rhythm patterns in groups. To practise and perform rhythm compositions in groups.	To echo 4 beat rhythm patterns on un-tuned percussion. To think up and play rhythm patterns in unison with control and accuracy. To improvise melodic phrases on xylophones. To internalise the rhythm of a song and sing/ play on body percussion/ un-tuned instruments with rhythmic accuracy. To play as an accompaniment and with thinking voices. To practise and perform in small groups, with appraisal. To create layers of sound with ostinatos. To improvise rhythm patterns in groups and play on un-tuned instruments with accuracy. To compose rhythm patterns in	To recognise and respond to repeated rhythm patterns with instruments. To think up and play rhythm patterns in unison with control and accuracy. To internalise the rhythm of a song and to play with thinking voices. To create melodic layers of sound using ostinatos. To play tuned and un-tuned instruments with control and accuracy. To play rhythm patterns from notations and by ear. To lead a group, practising and performing in 2 parts, appraising performance. To compose 8 beat rhythm patterns and play tuned/un-tuned instruments from their own notation. To practise and perform	To play repeated rhythm patterns on tuned, un-tuned percussion with rhythmic accuracy. To accompany chanting with instrumental patterns. To count internally and play in unison with control and accuracy. To improvise 4 beat rhythm patterns in both class and group performances. To practise and perform to a steady pulse with confidence. To create melodic layers of sound with ostinatos; to practise and perform in groups and appraise. To read/improvise 8 beat patterns as part of a group performance. To play rhythm patterns in unison with control and accuracy. To learn how to notate and
---------------------	---	---	--	---	--	--	---

		on the instruments. To play instruments as part of a group, attaching different rhythms to different instrumental timbres. To improvise melodies on xylophones.	To play to a steady pulse to accompany their singing. To play instruments in 2 parts. To perform in groups and appraise. To hold one rhythm pattern while others are playing different patterns. To compose 4 beat rhythm patterns.		groups, using notation to re-create. To practise and perform in groups, creating layers of sound.	compositions in groups, creating multiple layers of sound.	recognise syncopated rhythms, composing their own rhythm patterns and playing instruments from their own notation. To build and reduce multiple layers of sound.
--	--	--	--	--	--	---	---