



**Holy Trinity C of E Primary School**  
**Music Curriculum Progression of Skills**

**National Curriculum Age Related Statutory Coverage**

The National Curriculum for music aims to ensure that all pupils:

- ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

EYFS	KS1	KS2
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> </ul>



**Holy Trinity C of E Primary School**  
**Music Curriculum Progression of Skills**

<ul style="list-style-type: none"><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul> <p><b>Being Imaginative and Expressive</b> <b>ELG</b></p> <ul style="list-style-type: none"><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>		<ul style="list-style-type: none"><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• develop an understanding of the history of music.</li></ul>
--	--	---

**References**

National Curriculum

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239037/PRIMARY\\_national\\_curriculum\\_-\\_Music.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf)

Model Music Curriculum

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974358/Model\\_Music\\_Curriculum\\_Key\\_Stage\\_1\\_2\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974358/Model_Music_Curriculum_Key_Stage_1_2_FINAL.pdf)

Musical Development Matters in the Early Years by Nicola Burke

<https://early-education.org.uk/wp-content/uploads/2021/12/Musical-Development-Matters-ONLINE.pdf>



**Holy Trinity C of E Primary School**  
**Music Curriculum Progression of Skills**

**Music Vocabulary Map**

EYFS	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Blow</li> <li>• Chant</li> <li>• Clap</li> <li>• Fast</li> <li>• Follow</li> <li>• High</li> <li>• Hit</li> <li>• Instrument</li> <li>• Low</li> <li>• Loud</li> <li>• Quiet (use instead of 'soft')</li> <li>• Repeat</li> <li>• Rhythm</li> <li>• Shake</li> <li>• Sing</li> <li>• Slow</li> <li>• Song</li> <li>• Sounds</li> </ul>	<ul style="list-style-type: none"> <li>– as EYFS plus:               <ul style="list-style-type: none"> <li>• beat</li> <li>• beater</li> <li>• cymbal</li> <li>• drum</li> <li>• gyro</li> </ul> </li> <li>• high (sound)               <ul style="list-style-type: none"> <li>• listen</li> <li>• loud</li> </ul> </li> <li>• low (sound)               <ul style="list-style-type: none"> <li>• maraca</li> </ul> </li> <li>• perform               <ul style="list-style-type: none"> <li>• quiet</li> </ul> </li> <li>• steady beat</li> <li>• tambourine               <ul style="list-style-type: none"> <li>• tempo</li> </ul> </li> <li>• triangle               <ul style="list-style-type: none"> <li>• tune</li> </ul> </li> <li>• voice</li> </ul>	<ul style="list-style-type: none"> <li>– as Year 1 plus:               <ul style="list-style-type: none"> <li>• accompany</li> </ul> </li> <li>• body percussion               <ul style="list-style-type: none"> <li>• chime bar</li> <li>• chord</li> <li>• claves</li> </ul> </li> <li>• compose</li> <li>• conductor</li> <li>• duration</li> <li>• dynamics</li> <li>• ostinato</li> <li>• percussion               <ul style="list-style-type: none"> <li>• phrase</li> <li>• pitch</li> <li>• pulse</li> </ul> </li> <li>• recorder</li> <li>• score</li> <li>• texture</li> <li>• tuned percussion               <ul style="list-style-type: none"> <li>• untuned percussion</li> <li>• volume</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– as KS1 plus:               <ul style="list-style-type: none"> <li>• names of orchestral instruments</li> </ul> </li> <li>• accompaniment               <ul style="list-style-type: none"> <li>• bass clef</li> </ul> </li> <li>• call and response               <ul style="list-style-type: none"> <li>• castanets</li> <li>• composer</li> <li>• crotchet</li> <li>• drone</li> <li>• duet</li> <li>• duration</li> <li>• dynamics</li> </ul> </li> <li>• glockenspiel               <ul style="list-style-type: none"> <li>• lyrics</li> </ul> </li> <li>• melodic phrase               <ul style="list-style-type: none"> <li>• melody</li> </ul> </li> <li>• orchestra</li> <li>• orchestration               <ul style="list-style-type: none"> <li>• ostinato</li> </ul> </li> <li>• paired quaver               <ul style="list-style-type: none"> <li>• quaver</li> <li>• round</li> <li>• scale</li> <li>• stave</li> </ul> </li> <li>• stepwise movement</li> </ul>	<ul style="list-style-type: none"> <li>– as Year 3 plus:               <ul style="list-style-type: none"> <li>• genre</li> <li>• harmony</li> <li>• improvise</li> <li>• leaping (large interval between two notes)                   <ul style="list-style-type: none"> <li>• minim</li> </ul> </li> <li>• pentatonic                   <ul style="list-style-type: none"> <li>• rests</li> <li>• riff</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– as Year 4 plus:               <ul style="list-style-type: none"> <li>• accent</li> <li>• bass</li> </ul> </li> <li>• dotted quaver               <ul style="list-style-type: none"> <li>• notation</li> </ul> </li> <li>• semiquaver</li> </ul>	<ul style="list-style-type: none"> <li>– as Year 5 plus:               <ul style="list-style-type: none"> <li>• diction</li> <li>• interval</li> <li>• syncopation</li> </ul> </li> </ul>



**Holy Trinity C of E Primary School**  
**Music Curriculum Progression of Skills**

			<ul style="list-style-type: none"><li>• structure</li><li>• theme</li><li>• timbre</li><li>• time signature</li><li>• treble clef</li><li>• unison</li><li>• woodblock</li><li>• xylophone</li></ul>			
--	--	--	--	--	--	--



**Holy Trinity C of E Primary School**  
**Music Curriculum Progression of Skills**

**Progression of Skills**

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Performing:</u></b> <b>Controlling sounds through singing and playing</b>	<ul style="list-style-type: none"> <li>• Take part in singing.</li> <li>• Follow instructions on when to sing or to play an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in singing showing awareness of melody.</li> <li>• Follow instructions on how and when to sing/play an instrument.</li> <li>• Take notice of others when performing.</li> <li>• Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking</li> <li>• Imitate changes in pitch– high and low.</li> <li>• Enjoy and have fun performing.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs in ensemble following the tune (melody) well.</li> <li>• Use voice to good effect understanding the importance of warming up first.</li> <li>• Perform in ensemble with instructions from the leader.</li> <li>• Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</li> <li>• Carefully choose instruments to combine layers of sound, showing awareness of the combined effect</li> <li>• Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs from memory with accurate pitch and in tune.</li> <li>• Show control in voice and pronounce the words in a song clearly (diction).</li> <li>• Maintain a simple part within an ensemble.</li> <li>• Play notes on instruments clearly and including steps/ leaps in pitch.</li> <li>• Improvise (including call and response) within a group using 1 or 2 notes.</li> <li>• Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments</li> <li>• Sing songs confidently both solo and in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in tune, breathe well, pronounce words, change pitch and dynamics.</li> <li>• Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</li> <li>• Perform with control and awareness of what others are singing/ playing.</li> <li>• Improvise within a group using more than 2 notes.</li> <li>• Perform significant parts from memory and from notation, either on a musical instrument or vocally</li> <li>• Maintain a simple part within an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>• Show control, phrasing and expression in singing.</li> <li>• Hold part in a round (pitch/structure).</li> <li>• Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</li> <li>• Improvise on own with increasing aural memory.</li> <li>• Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing</li> <li>• Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Take turns to lead a group.</li> <li>• Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</li> <li>• Play more complex instrumental parts.</li> <li>• Take the lead in a performance and provide suggestions to others.</li> <li>• Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances.</li> <li>• Improvise using 5 notes of the pentatonic scale.</li> </ul>
<b><u>Composing:</u></b> <b>Creating and developing musical ideas</b>	<ul style="list-style-type: none"> <li>• Clap short, rhythmic patterns</li> <li>• Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp,</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully choose sounds to achieve an effect (including use of ICT).</li> <li>• Order sounds to create an effect (structure- beginnings/endings).</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodies using two or three notes.</li> <li>• Use sound to create abstract effects (including using ICT).</li> <li>• Create/ improvise repeated patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodies using three or four notes.</li> <li>• Make creative use of the way sounds can be changed, organised and controlled (including ICT).</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodies using four or five notes.</li> <li>• Use a variety of different musical devices including melody, rhythms and chords.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodies using five or more notes.</li> <li>• Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals).</li> </ul>



## Holy Trinity C of E Primary School

### Music Curriculum Progression of Skills

	<p>scratchy, rattling, tinkling etc...- timbre).</p> <ul style="list-style-type: none"> <li>• Clap longer rhythms with help.</li> <li>• Make a sequence of long and short sounds with help (duration).</li> </ul>	<p>Create short musical patterns.</p> <ul style="list-style-type: none"> <li>• Create sequences of long and short sounds-rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping.</li> <li>• Control playing instruments so they sound as they should.</li> <li>• Use pitch changes to communicate an idea.</li> <li>• Start to compose with two or three notes.</li> <li>• Create a simple rhythm by clapping or using percussion.</li> </ul>	<p>(ostinati) with a range of instruments.</p> <ul style="list-style-type: none"> <li>• Effectively choose, order, combine and control sounds (texture/ structure).</li> </ul>	<ul style="list-style-type: none"> <li>• Create accompaniments for tunes using drones or melodic ostinato (riffs).</li> <li>• Create (dotted) rhythmic patterns with awareness of timbre and duration.</li> <li>• Create and repeat extended rhythmic patterns, vocally or by clapping.</li> </ul>	<ul style="list-style-type: none"> <li>• Record own compositions.</li> <li>• Create own songs (raps- structure).</li> <li>• Identify where to place emphasis and accents in a song to create effects (duration).</li> <li>• Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Create music reflecting given intentions and record using standard notation.</li> <li>• Use ICT to organise musical ideas (where appropriate).</li> <li>• (Combine all musical dimensions).</li> <li>• Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise using 5 or more notes to compose and perform melodies.</li> <li>• Combine all musical dimensions.</li> <li>• Use ICT to organise musical ideas (where appropriate).</li> </ul>
<p><b>Appraising: Responding and reviewing</b></p>	<ul style="list-style-type: none"> <li>• Take note of others when performing</li> </ul>	<ul style="list-style-type: none"> <li>• Hear the pulse in music.</li> <li>• Hear different moods in music.</li> <li>• Identify texture– one sound or several sounds?</li> <li>• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</li> <li>• Say what they like or dislike about a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the pulse in music.</li> <li>• Recognise changes in timbre (sound quality, smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</li> <li>• Start to recognise different instruments.</li> <li>• Explain what they like about a piece of music and why</li> </ul>	<ul style="list-style-type: none"> <li>• Internalise the pulse in music.</li> <li>• Know the difference between pulse and rhythm.</li> <li>• Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure.</li> <li>• Use these words to identify where music works well/ needs improving.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how pulse stays the same but rhythm changes in a piece of music.</li> <li>• Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</li> <li>• Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</li> <li>• Identify orchestral family timbres.</li> <li>• Identify cyclic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how pulse, rhythm and pitch fit together.</li> <li>• Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</li> <li>• Use these words to identify strengths and weaknesses in own and others’ music.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how the other dimensions of music are sprinkled through songs and pieces of music.</li> <li>• Use musical vocabulary confidently to describe music.</li> <li>• Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing.</li> <li>• Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</li> <li>• Refine and improve own/ others’ work.</li> </ul>
<p><b>Listening and applying</b></p>	<ul style="list-style-type: none"> <li>• Choose sounds to represent different</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for different types of sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and recall short rhythmic and melodic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use musical dimensions together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine sounds expressively (all dimensions).</li> </ul>	<ul style="list-style-type: none"> <li>• Create music with an understanding of how lyrics, melody, rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Use increased aural memory to recall sounds accurately.</li> </ul>



**Holy Trinity C of E Primary School**  
**Music Curriculum Progression of Skills**

<p><b>knowledge and understanding</b></p>	<p>things (the thunder, sea etc...)  <ul style="list-style-type: none"> <li>• Say how a piece of music makes them feel.</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Know how sounds are made and changed.</li> <li>• Make sounds with a slight difference, with help.</li> <li>• Use voice in different ways to create different effects.</li> <li>• Begin to represent sounds with drawing</li> <li>• Listen to a piece of music, describing if it is fast or slow, happy or sad.</li> </ul>	<ul style="list-style-type: none"> <li>• Use changes in dynamics, timbre and pitch to organise music.</li> <li>• Change sounds to suit a situation.</li> <li>• Make own sounds and symbols to make and record music.</li> <li>• Start to look at basic formal notation- play by ear first.</li> <li>• Know music can be played or listened to for a variety of purposes (in history/ different cultures).</li> <li>• Follow a simple piece of written rhythmic notation <ul style="list-style-type: none"> <li>• Describe basic elements of a piece of music (e.g. pace, volume, emotion)</li> <li>• Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</li> <li>• Play with a sound-then symbol approach.</li> <li>• Use silence for effect and know symbol for a rest (duration).</li> <li>• Describe different purposes of music in history/ other cultures.</li> <li>• Use written symbols both standard and invented to represent sounds</li> <li>• Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece.</li> <li>• Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow).</li> </ul>	<ul style="list-style-type: none"> <li>• Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</li> <li>• Know that sense of occasion affects performance.</li> <li>• Describe different purposes of music in history/ other cultures.</li> <li>• Follow a basic melody line, using standard notation</li> <li>• Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary.</li> <li>• Describe how a piece of music makes them feel, making an attempt to explain why.</li> <li>• Recall sounds with increasing aural memory.</li> </ul>	<p>and accompaniments work together effectively (pitch/texture/ structure).</p> <ul style="list-style-type: none"> <li>• Read/ work out the musical staff (notes as Year 4).</li> <li>• Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</li> <li>• Describe different purposes of music in history/ other cultures.</li> <li>• Perform from simple notation on tuned/untuned instruments</li> <li>• Use musical vocabulary to explain some of the reasons why a piece of music might have been composed</li> <li>• Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of musical dimensions to know how to best combine them.</li> <li>• Know and use standard musical notation to perform and record own music (adding dotted quavers).</li> <li>• Use different venues and occasions to vary performances.</li> <li>• (Combining all musical dimensions).</li> <li>• Describe different purposes of music in history/ other cultures.</li> <li>• Understand/use staff and use unconventional notation when composing</li> <li>• Describe how music can be used to create expressive effects and convey emotion</li> <li>• Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.</li> </ul>
---	---	--	--	---	--	---	---