

Hartford Progression of skills for Music



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Use their voice to sing and chant.</p> <p>Join in with singing and chatting.</p>	<p>Sing simple songs, chants and rhymes from memory.</p> <p>Sing at the same pitch.</p> <p>Respond to visual directions (stop, start, loud, quiet) and counting in.</p> <p>Include pentatonic songs eg: Dr Knickerbocker.</p> <p>Sing call and response songs controlling and matching vocal pitch.</p> <p>Sing familiar sounds in both low and high voices and talk about the different sounds.</p>	<p>Sing songs regularly with pitch and increasing vocal control.</p> <p>Sing songs with a small pitch range, accurately.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing.</p> <p>Sing in response to teacher direction and visual symbols including crescendo, decrescendo and pause.</p> <p>Play a range of singing games based on cuckoo intervals.</p> <p>Sing short phases independently within singing games or short songs.</p>	<p>Sing a widening range of songs in unison</p> <p>Sing songs with varying styles and structures with a pitch range of do-so</p> <p>Perform forte and piano (loud and soft)</p> <p>Walk, move or clap a steady beat changing the speed of the beat as the tempo of the music changes.</p>	<p>Continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions to crescendo and decrescendo.</p> <p>Sing rounds and partner songs in different time signatures.</p> <p>Begin to sing repertoire with leaps and a simple second part to introduce a vocal harmony.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>Observe phrasing, accurate pitching and appropriate style.</p> <p>Sing 3 part rounds and partner songs with a verse and chorus.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms as part of a choir with a sense of ensemble and performance. This should observe observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing 3 and 4 part rounds or partner songs.</p>
Listening	<p>Listen to music that helps develop the pupils' knowledge and understanding of</p>	<p>Listen to music that helps develop the pupils' knowledge and understanding of stories, origins,</p>	<p>Listen to music that helps develop the pupils' knowledge and understanding of stories, origins,</p>	<p>Listen to music that helps develop the pupils' knowledge and understanding of stories, origins, traditions, history and social context.</p>	<p>Listen to music that helps develop the pupils' knowledge and understanding of stories, origins, traditions, history and social context.</p>	<p>Listen to music that helps develop the pupils' knowledge and understanding of stories, origins,</p>	<p>Listen to music that helps develop the pupils' knowledge and understanding of stories, origins, traditions,</p>

	<p>stories, origins, traditions, history and social context.</p> <p>Listen to recorded performances.</p> <p>Experience live music.</p> <p>Say if they like or dislike a piece of music.</p> <p>Identify and distinguish environmental sounds.</p> <p>Begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow)</p> <p>Begin to express how music makes them feel. – Happy/sad</p>	<p>traditions, history and social context.</p> <p>Listen to recorded performances.</p> <p>Experience live music.</p> <p>Listen to sounds in local school environment. Comparing high and low sounds.</p> <p>Forms an opinion to express how they feel about a piece of music.</p> <p>Recognise repeated patterns.</p> <p>Hear the pulse in a piece music.</p> <p>Tell the difference between loud and quiet sounds.</p> <p>Describe how sounds are made and changed.</p> <p>Respond to different moods in music and say how a piece of music makes them feel.</p>	<p>traditions, history and social context.</p> <p>Listen to recorded performances.</p> <p>Experience live music.</p> <p>Listen to sounds in local school environment. Comparing high and low sounds</p> <p>Mark the beat of a listening piece by clapping or tapping and recognise a tempo change.</p> <p>Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</p> <p>Begin to say what they like and dislike</p> <p>Identify particular features when listening to music.</p> <p>Begin to associate sounds they hear with instruments.</p>	<p>Listen to recorded performances.</p> <p>Experience live music.</p> <p>Are able to recognise a range of instruments by ear.</p> <p>Use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.</p> <p>Evaluate and improve their work, explaining how it has improved using a success criteria.</p>	<p>Listen to recorded performances.</p> <p>Experience live music.</p> <p>Explain why silence is used in a piece of music and say what effect it has.</p> <p>Start to identify the character of a piece of music</p> <p>Describe and identify the different purposes of music.</p> <p>Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.</p>	<p>traditions, history and social context.</p> <p>Listen to recorded performances.</p> <p>Experience live music.</p> <p>Describe, compare and evaluate music using musical vocabulary.</p> <p>Suggest improvements to their own or others' work.</p> <p>Choose the most appropriate tempo for a piece of music.</p> <p>Identifies and begins to evaluate the features within different pieces of music.</p> <p>Contrast the work of established composers and show preferences.</p>	<p>history and social context.</p> <p>Listen to recorded performances.</p> <p>Experience live music.</p> <p>Refine and improve their work.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>Compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p>Analyse features within different pieces of music.</p>
Composing	<p>Makes a range of sounds with their voice and instruments.</p> <p>Represent pieces of music pictorially.</p>	<p>Improvise chants using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli</p>	<p>Create music in response to non-musical stimulus eg: a storm.</p> <p>Work with a partner to improvise simple question and answer phrases to be played or</p>	<p>Become more skilled in improvising using voices and tuned and untuned instruments as a class, group and individual.</p>	<p>Improvise on a limited range of pitches using musical features including smooth and detached (legato and staccato)</p>	<p>Improvise freely over drone using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove responding to the beat creating a</p>	<p>Plan and compose an 8 or 16 beat melodic phrase using pentatonic scales eg: C,D,E,G,A and incorporate rhythmic variety and interest. Play this melody on tuned percussion and/or</p>

		<p>eg: rainstorm or train journey.</p> <p>Combine sounds to make a story use instruments eg: rainmaker or sound makers eg: rustling leaves.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns.</p> <p>Use music technology to capture, change and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent your own symbols to represent sounds. See appendix</p>	<p>sung on untuned percussion creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.</p> <p>Use music technology to capture, change and combine sounds.</p>	<p>Invent short on the spot responses using a limited note range.</p> <p>Structure musical ideas to create music with a beginning, middle and end.</p> <p>Compose in response to different stimulus eg: stories, verse, images and musical sources.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phases using just 3 notes. (do, re and me)</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Begin to make compositional decisions about structure.</p> <p>Combine known rhythmic notation with letter names to create pentatonic phases using a limited range of 5 pitches. Sing and play these phases.</p> <p>Arrange notation cards of known notes eg: minim, crotchets, crotchet rests and paired quavers to create sequences of 2,3 and 4 beat phases arranged into bars.</p> <p>Compose music for different moods eg: music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played as a whole class/group or individual. To expand the range of the sound palette available for composition work.</p> <p>Capture and record ideas using and of the following Graphic symbols Rhythm notation and time signatures Staff notation Technology</p>	<p>melodic shape and experimenting with a wide range of dynamics including loud,(fortissimo), very quiet (pianissimo) moderately loud (mezzo forte) and moderately quiet (mezzo piano)</p> <p>Compose melodies made from pairs of phrases in either c major or A minor.</p> <p>Work in pairs to compose a short ternary piece.</p> <p>Use cords to compose music that evokes a mood, environment or atmosphere.</p> <p>Capture and record ideas using and of the following Graphic symbols Rhythm notation and time signatures Staff notation Technology</p>	<p>orchestral instruments. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for your chosen instrument.</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece. Use software/ apps to create and record it, discussing how musical contracts are achieved.</p> <p>Extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contract.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove creating a satisfying melodic shape.</p>
Musicianship	Clap a pattern in time with the teacher.	Walk, move and clap a steady beat changing the tempo	Understand that the speed of a beat can				

	<p>Use a range of instruments and equipment to create sound.</p>	<p>when the music changes.</p> <p>Use body percussion, classroom percussion and tuned instruments to play repeated rhythm pattern, pitched patterns and steady beat.</p> <p>Respond to the pulse of recorded/ live music through movement and dance.</p> <p>Explore percussion sounds to enhance storytelling.</p> <p>Follow pictures and symbols to guide singing and playing. See appendix.</p> <p>Perform rhythm and pitch patterns.</p> <p>Perform copycat rhythms lead by the teacher.</p> <p>Perform short repeated rhythm patterns while keeping a steady beat.</p> <p>Perform word pattern chants. Create, retain and perform their own patterns. See appendix</p>	<p>change, creating faster and slower tempo.</p> <p>Walk in time to the beat. Know the difference between left and right to support shared coordination and shared movement.</p> <p>Begin to group beats in twos and threes.</p> <p>Tapping the strongest beat and then clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Respond independently to pitch changes heard in short melodic phases, indicated with actions. Eg: stand up/ sit down hands high/hands low.</p> <p>Recognise dot notation and match it to 3 note tunes played on tuned percussion.</p> <p>Play copycat rhythms and invent rhythms for others to copy.</p>				
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			Create and perform their own chanted rhythm patterns with stick notation.				
Performance				<p>Perform actions confidently to a range of songs.</p> <p>Perform as a choir in school assemblies.</p> <p>Play tuned percussion or a melodic instrument.</p> <p>Play and perform melodies following staff notation using a small range- middle C-E. In small groups or as a whole class.</p> <p>Use listening skills to correctly order phases using dot notation showing different arrangements of notes C-D-E. see appendix.</p> <p>Solo, copy stepwise melodic phases with accuracy at different speeds. (allegro and adagio). Extending question and answer.</p> <p><u>Reading Notation</u></p> <p>Introduce the staff, lines and space, and clef.</p> <p>Use dot notation to show higher and lower pitch.</p> <p>Introduce the difference between crotchets and paired quavers.</p>	<p>Perform a range of songs in school assemblies.</p> <p>Develop basic skills of an instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notations using a small range (middle C-G) as a class or group.</p> <p>Perform in two or more parts eg: melody and accompaniments or a duet from simple notation using instruments.</p> <p>Identify static and moving parts.</p> <p><u>Reading notation</u></p> <p>Introduce the difference between minims, crotchets, paired phases and rests.</p> <p>Read and perform pitch notation with a defined range. Eg: C-G</p> <p>Follow simple rhythmic scores to a steady beat. Maintain parts within rhythmic textures to achieve a sense of ensemble.</p>	<p>Perform a range of songs in school assemblies and school performance opportunities.</p> <p>Play melodies on tuned and untuned instrument or keyboards following staff notation written on one staff and using notes within middle C-C as a whole class and group.</p> <p>Understand how triads are formed and play them on tuned percussion and melodic instruments or keyboards.</p> <p>Perform simple chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments.</p> <p>Develop the skill of playing by ear on tuned instruments copying longer phases and familiar melodies.</p> <p><u>Reading notation</u></p>	<p>Perform songs as a choir, in school assemblies, school performances and to a wider audience.</p> <p>Play a melody following staff notation written on one staff and using notes within an octave range. Make decisions about dynamic ranges including very loud (ff) and very quiet(pp), moderately loud (mf) and moderately quiet (mp)</p> <p>Accompany this same melody and others with block chords or a bass line. This could be done on keyboards, tuned percussion, tablets or demonstrated by the teacher on an online keyboard.</p> <p>Engage with others through ensemble playing taking on melody or accompaniment roles. Instrumental accompaniments could be chords or a single note bass line.</p> <p><u>Reading Notation</u></p> <p>Further understand the difference between semibreves, minims,</p>

				<p>Apply word chants to rhythms, understanding that each syllable is one musical note.</p>		<p>Further understand the difference between semibreves, minims, crotchets and crotchet rests, paired quavers and semi quavers.</p> <p>Understand the difference between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform notation within an octave. Eg. C-C</p> <p>Read and play short rhythmic phrases at sight from prepared cards using conventional symbols for known rhythms and note duration.</p>	<p>crotchets and crotchet rests, paired quavers and semi quavers.</p> <p>Further read and perform notation within an octave. Eg. C-C</p> <p>Read and play confidently from rhythmic notation cards and rhythmic scores in 4 parts that contain known rhythms and note duration.</p> <p>Read and play from notation a four bar phrase confidently identifying note names and durations</p>
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