

# Little Leigh Primary School

## Music Progression Skills



**LITTLE LEIGH**  
PRIMARY SCHOOL



### Sing & Play

|        | Pearl (Reception)  | Ruby (Year 1)  | Sapphire (Year 2)   | Emerald (Year 3/4)   | Amethyst (Year 4/5)  | Onyx (Year 6)   |
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| Term 1 | <p>Sing with a sense of pitch, following the shape of the melody with their voices.</p> <p>Mark the beat of the song with actions.</p> <p>Use the voice to adopt different roles and characters.</p> <p>Match the pitch of a 4-note (la-so-mi-do) call-and-response song.</p> <p>Sing a tune with 'stepping' and 'leaping' notes.</p> <p>Play a steady beat on percussion instruments.</p> | <p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Sing a unison song rhythmically and in tune.</p> | <p>Play the melody on a tuned percussion instrument.</p> <p>Sing with good diction.</p> | <p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Play melodic and rhythmic accompaniments to a song.</p> <p>Sing by improvising simple melodies and rhythms.</p> | <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Keep the beat playing a 'cup' game.</p> <p>Develop and practise techniques for singing and performing in a Gospel style.</p> | <p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble.</p> |
| Term 2 | <p>Develop a sense of beat by performing actions to music.</p> <p>Sing an action song with changes in speed.</p>   | <p>Chant together rhythmically, marking rests accurately</p> <p>Play a simple ostinato on untuned percussion.</p>  | <p>Chant Grandma rap rhythmically and perform to an accompaniment children create.</p>  | <p>Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</p>  | <p>Sing a song in two parts with expression and an understanding of its origins.</p>   | <p>Sing a round accurately and in a legato style.</p> <p>Sing a chorus in two-part harmony with dancing on the beat.</p>                    |

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|        | <p>Play along with percussion instruments.</p> <p>Perform the story as a class.</p> <p>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</p> <p>Sing in call-and-response and change voices to make a buzzing sound.</p> <p>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</p> | <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Sing a simple singing game, adding actions to show a developing sense of beat.</p> <p>Create, interpret, and perform simple graphic scores.</p>   | <p>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</p> <p>Learn a clapping game to Hi lo chicka lo that shows the rhythm.</p> <p>Sing and play, performing composed pieces for an audience.</p> <p>Learn a simple rhythm pattern and perform it with tempo and volume changes.</p> <p>Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</p> <p>Follow signals from a conductor.</p> | <p>Play a one-note part, contributing to the chords accompanying the verses.</p> <p>Learn a part on tuned percussion and play as part of a whole-class performance.</p> <p>Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</p> <p>Play repeating rhythmic patterns.</p> <p>Count musically.</p>                | <p>Sing a round and accompany themselves with a beat.</p> <p>Play a drone and chords to accompany singing.</p>   | <p>Decipher a graphic score.</p> <p>Play Twinkle, twinkle, little star.</p> |
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| Term 3 | <p>Sing a song that uses a call-and-response structure.</p> <p>Play sea sound effects on percussion instruments.</p> <p>With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</p> <p>Play different instruments with control.</p> <p>Explore dynamics with their voices and instruments.</p>   | <p>Perform actions to music, reinforcing a sense of beat.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Sing either part of a call-and-response song.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Echo sing a line independently with teacher leading, then move on to</p> | <p>Demonstrate an internalised sense of pulse through singing games.</p> <p>Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.</p> <p>Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</p>   | <p>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</p> <p>Perform vocal percussion as part of a group.</p> <p>Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.</p> <p>Sing solo or in a pair in call-and-response style.</p> | <p>Sing/chant a part within a kecak vocal performance.</p> <p>Sing and play the melody of Kis nay banaayaa.</p> <p>Sing in a 4-part round accompanied with a pitched ostinato.</p> | <p>Sing the chorus of Throw, catch in three-part harmony with dancing.</p>  |

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|  | <p>Sing a melody in waltz time and perform the actions.</p> <p>Transfer actions to sounds played on percussion instruments.</p> <p>Sing a song while performing a sequence of dance steps.</p> <p>Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</p> | <p>pair singing in echo format.</p> |  |  |  |  |
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## Improvise & Compose

|        | Pearl (Reception)   | Ruby (Year 1)  | Sapphire (Year 2)   | Emerald (Year 3/4)   | Amethyst (Year 4/5)  | Onyx (Year 6)  |
|--------|---|--|---|--|--|--|
| Term 1 | <p>Make up new words and actions about different emotions and feelings.</p> <p>Explore making sound with voices and percussion instruments to create different feelings and moods.</p> <p>Explore storytelling elements in the music and create a class story inspired by the piece.</p> <p>Make up a simple accompaniment using percussion instruments.</p> <p>Make up new lyrics and vocal sounds for different kinds of transport.</p> | <p>Participate in creating a dramatic group performance using kitchen themed props.</p> <p>Compose music to march to using tuned and untuned percussion.</p> <p>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</p> | <p>Improvise rhythms along to a backing track using the note C or G.</p> <p>Compose call-and-response music.</p> <p>Select instruments and compose music to reflect an animal's character.</p> <p>Invent simple patterns using voices, body, percussion, and then instruments.</p> <p>Follow signals given by a conductor/leader.</p> <p>Structure compositional ideas into a bigger piece.</p> <p>Improvise solos using instruments.</p> | <p>Compose a pentatonic ostinato.</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p>  | <p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.</p> <p>Create fragments of songs that can be developed into fully fledged songs.</p> | <p>Compose a syncopated melody using the notes of the C major scale.</p> <p>Create their own song lyrics.</p> <p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Structure their ideas into a complete song.</p>            |
|        | Pearl (Reception)   | Ruby (Year 1)  | Sapphire (Year 2)   | Emerald (Year 3/4)   | Amethyst (Year 4/5)  | Onyx (Year 6)  |
| Term 2 | <p>Explore the range and capabilities of voices through vocal play</p> <p>Create a sound story using instruments to represent different animal sounds/movements.</p> <p>Make up new lyrics and accompanying actions.</p>  | <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Compose musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>Improvise question-and-answer conversations using percussion instruments.</p>              | <p>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p>Improvise and compose, structuring short musical ideas to form a larger piece.</p> <p>Begin to understand duration and rhythm notation.</p>  | <p>Compose a 4-beat rhythm pattern to play during instrumental sections of a song.</p> <p>Working in small groups, sing a call-and-response song with an invented drone accompaniment.</p> <p>Explore ways to create word-based pieces of music.</p> | <p>Improvise freely over a drone.</p> <p>Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove.</p> <p>Compose and perform drum patterns, basslines, and riffs on a variety of</p>   | <p>Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major.</p> <p>Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Learn some simple choreography to accompany a disco song.</p> |

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|        | Improvise a vocal/physical soundscape about minibeasts.   |  | Structure musical ideas into a whole-class composition.  | Explore ways to communicate atmosphere and effect.   | instruments as part of a group.<br><br>Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.   | Create variations using a wide variety of composing techniques.<br><br>Improvise on top of a repeating bassline.   |
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| Term 3 | <p>Develop a song by composing new words and adding movements and props.</p> <p>Improvise music with different instruments, following a conductor.</p> <p>Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</p> <p>Compose a 3-beat body percussion pattern and perform it to a steady beat.</p> <p>Invent and perform actions for new verses.</p> | <p>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Create musical phrases from new word rhythms that children invent.</p> | <p>Create action patterns in 2- and 3-time.</p> <p>Compose a soundtrack to a clip of a silent film.</p> <p>Understand and use notes of different duration.</p> <p>Understand and use notes of different pitch.</p> <p>Understand and use dynamics.</p> | <p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, and follow a 'score'.</p> | <p>Compose a kecak vocal piece as part of a group.</p> <p>Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</p> <p>Notate their ideas to form a simple score to play from.</p> <p>Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p> | <p>Create an accompaniment.</p> <p>Create an extended melody with four distinct phrases.</p> <p>Experiment with harmony.</p> <p>Structure their ideas into a full soundtrack.</p> <p>Create a rhythmic piece for drums and percussion instruments.</p> |

## Listen & Appraise

|        | Pearl (Reception)  | Ruby (Year 1)  | Sapphire (Year 2)   | Emerald (Year 3/4)   | Amethyst (Year 4/5)  | Onyx (Year 6)  |
|--------|--|--|---|--|--|--|
| Term 1 | <p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p> <p>Respond to music in a range of ways (e.g. movement, talking, writing).</p> | <p>Listen and move in time to the song.</p> <p>Respond to musical characteristics through movement.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</p> <p>Listen to 'Aquarium', reflecting the character of the music through movement.</p> | <p>Recognise and play echoing phrases by ear.</p> <p>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</p> <p>Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).</p> <p>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</p> | <p>Listen and identify where notes in the melody of the song go down and up.</p> <p>Begin to develop an understanding and appreciation of music from different musical traditions.</p> <p>Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.</p> <p>Understand that a folk song is music that belongs to the people of a particular place.</p> <p>Identify how the pitch and melody of a song has been developed using symmetry.</p> | <p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p> <p>Recognise individual instruments and voices by ear.</p> <p>Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound.</p> <p>Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)</p> <p>Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.</p> <p>Understand techniques for creating a song, and develop a greater understanding of the songwriting process.</p> | <p>Listen to historical recordings of big band swing, and describe features of the music using music vocabulary.</p> <p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Identify features of timbre, instrumentation, and expression in an extract of recorded music.</p> <p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create a shadow movement piece in response to music.</p> |
|        | Pearl (Reception)  | Ruby (Year 1)  | Sapphire (Year 2)   | Emerald (Year 3/4)   | Amethyst (Year 4/5)  | Onyx (Year 6)  |
| Term 2 | <p>Develop 'active' listening skills by recognising the 'cuckoo' call' in a piece of music (so-mi).</p>  | <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>  | <p>Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).</p>  | <p>Listen to a range of Cuban pieces, understanding influences on the music</p>  | <p>Listen and copy back simple rhythmic and melodic patterns.</p>  | <p>Identify changes in texture between parts moving together (homophonic texture) and parts moving</p>   |

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|        | <p>Enjoy, moving freely and expressively to music.</p> <p>Listen to music and show the beat with actions.</p> <p>Use appropriate hand actions to mark a changing pitch.</p> <p>Listen to a piece of classical music and respond through dance.</p>  | <p>Listen actively by responding to musical signals and musical themes using appropriate movement.</p> <p>Create a musical movement picture.</p> <p>Recognise how graphic symbols can represent sound.</p>  | <p>Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</p> <p>Listen to and analyse four pieces of music inspired by travel/vehicles.</p>   | <p>and recognising some of its musical features.</p> <p>Develop active listening skills by responding to musical themes through movement.</p> <p>Understand the structure of rondo form (A-B-A-C-A).</p> <p>Develop a sense of beat and rhythmic pattern through movement.</p> <p>Experience call-and-response patterns through moving with a partner.</p> <p>Listen and compare how different composers have approached creating word-based compositions.</p> | <p>Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.</p> <p>Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p> <p>Demonstrate an understanding of the history of Argentine Tango.</p>   | <p>independently (polyphonic texture).</p> <p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p>   |
|        | Pearl (Reception)   | Ruby (Year 1)   | Sapphire (Year 2)   | Emerald (Year 3/4)   | Amethyst (Year 4/5)  | Onyx (Year 6)  |
| Term 3 | <p>Listen to a range of sea-related pieces of music and respond with movement.</p> <p>Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</p> <p>Listen actively to music in 3/4 time.</p> <p>Find the beat and perform a clapping game with a partner.</p> <p>Listen to and talk about folk songs from North America.</p> | <p>Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</p> <p>Develop awareness of duration and the ability to move slowly to music.</p> <p>Create art work, drawing, freely and imaginatively in response to a piece of music.</p> <p>Listen and copy rhythm patterns.</p> <p>Listen and copy call-and-response patterns on voices and instruments.</p> | <p>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</p> <p>Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy').</p> <p>Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</p> <p>Move freely and creatively to music using a prop.</p> <p>Listen and match the beat of others and recorded</p> | <p>Recognise and copy rhythms and pitches C-D-E.</p> <p>Move in time with the beat of the music.</p> <p>Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).</p>                                       | <p>Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.</p> <p>Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p>Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</p> <p>Understand and recognise ternary form.</p> | <p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</p> <p>Understand different ways that rhymes work in songs.</p> <p>Identify different elements of a song's structure.</p> <p>Understand the concept of identity and how you can express that in songs.</p> <p>Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</p> |

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|  |  |  | <p>music, adapting speed accordingly.</p> <p>Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</p> | <p>Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</p> |  | <p>Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p> |
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