



Bishopton Progression of skills in Music

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SINGING	- Experiment by making a range of sounds using their voices - Beginning to join in with simple songs and rhymes with support and lots of repetition	- Use voice to speak, chant and sing - Make and control long and short sounds - Imitate changes in pitch – high and low - Sing a range of call and response songs - Begin with simple songs with a small range mi-so	- Sing songs with a pitch range of do-so - Sing songs with a small pitch range - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) - Sing songs following the tune - Use voice in different ways to create different effects - Sing or clap increasing or decreasing in tempo	- Sing a widening range of unison songs Pitch range of do-so - Perform forte and piano (loud/soft) - Walk, more or clap a steady beat with other, changing the tempo	- Sing in tune controlling breathing - Perform with control and an awareness of what others are singing - Sing a range of unison songs with the range of an octave - Follow directions for crescendo and decrescendo (getting louder/quieter) - Sing in different time signatures	- Show control, phrasing and expression - Sing songs from memory with clear diction, accurate tuning and control of breathing	Sing a broad range of songs, including those with syncopated rhythms
LISTENING	- Say if they like/dislike a piece of music - Respond to music - Children are encouraged to find the pulse	- Say what they like/dislike about a piece of music - Respond to different moods in music - Hear different sounds - Recognise repeated patterns	- Recognise different instruments - Listen carefully to copy short rhythmic and melodic patterns - Clap the beat in different pieces of music	- Clap the beat in different pieces of music - Recognise different instruments - Listen to and compare traditional songs - Express opinion on pieces of music - Identify instruments	- Listen to and compare music from around the world - Discuss similarities and differences in pieces of music - Express opinion on pieces of music using accurate musical vocabulary - Recognise genres of music	- Listen and respond to live and recorded music - Listen to and compare music from around the world - Identify instruments and describe their effect in a piece of music	- Share and justify opinions about music - Recognise a range of music genres and describe their characteristics - Discuss similarities and differences in pieces of music and explain how composers and performers achieve this



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COMPOSING	• Make a sequence of loud and quiet sounds • Clap a rhythm along with an adult • Use voices and instruments to make different sounds	• Make a sequence of long and short sounds • Improvise simple vocal chants • Clap rhythms • Use voices and instruments to make different sounds • Choose sounds to represent different things • Understand the difference between creating a rhythm pattern and a pitch pattern • Recognise how graphic notation can represent created sounds – explore and invent own symbols	• Create music in response to a non-musical stimulus • Work with a partner to improvise simple call and response phrases • Use untuned percussion • Use graphic notation, dot notation and stick notation as appropriate to keep a record of composed pieces • Use music technology to capture, change and combine sounds	• Improvise within a group – including call and response, use of tuned and untuned percussion • Structure musical ideas using echo • Use sound (including ICT to create abstract effects) • Combine known rhythm notation with letter names • Compose song accompaniments on untuned percussion	• Improvise within a group using a range of instruments • Make creative use of the way sounds can be changed, organised and controlled (including ICT) • Begin to make compositional decisions about the structure of improvisations • Arrange notations to create sequences • Explore how to create a specific mood	• Create own songs/raps • Use chords to compose music • Capture and record creative ideas using ◦ Graphic symbols ◦ Staff notation ◦ technology	• Record music using traditional notation • Create music with multiple sections • Use the pentatonic scale
PERFORMING/ INSTRUMENTAL PERFORMANCE	• Explore ways to make sounds with a range of instruments and everyday objects • Explore tuned and untuned instruments	• Play tuned and untuned instruments musically • Experiment with different sounds using a range of instruments • Follow instructions about when to play and instrument	• Make and control long and short sounds using instruments • Perform simple patterns and accompaniments keeping a pulse	• Sing songs from memory maintaining the tune • Maintain a simple part within a group • Make and control long and short sounds using instruments • Perform simple patterns and accompaniments keeping a pulse	• Sustain a rhythm to accompany singing • Sing songs from memory with accurate pitch • Play and perform melodies following staff notations • Copy short melodic phrases	• Perform in different contexts with confidence, expression and in tune • Maintain a tune using instruments • Read/work out notes on the musical stave • Play melodies on tunes percussion	• Perform confidently in a solo context • Play more complex instrumental parts with control • Rehearse, sing and play music from across a range of styles • Play a melody following staff notation



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MUSICIANSHIP	•	Pulse - Walk/move/clap to a steady beat, changing the speed as tempo changes - Use body percussion - Respond to pulse through movement and dance Rhythm - Perform short copycat rhythm patters - Perform short repeating patterns - Perform word-pattern chants Pitch - Sing familiar songs in both high and low voices and talk about the difference	Pulse - Understand the speed of the beat can change (tempo) - Mark the beat of a listening piece by clapping - Walk in time to the beat - Begin to group beats in twos and threes by tapping the first beat - Identify the beat groupings in familiar music Rhythm - Play copycat rhythms - Create rhythms using word phrases as a starting point - Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. - Create and perform their own chanted rhythm patterns with the same stick notation.	Reading notation - Identify the stave and clef. - Use dot notation to show higher or lower pitch - Understand the differences between crotchets and paired quavers	Reading notation - Introduce and understand the differences between minims, crotchets, paired quavers and rests. - Read and perform pitch notation within a defined range - Follow and perform simple rhythmic scores to a steady beat	Reading notation - Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. - Understand the differences between 2/4, 3/4 and 4/4 time signatures. - Read and perform pitch notation within an octave - Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	Reading notation - Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. - Further develop the skills to read and perform pitch notation within an octave - Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
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			Pitch • Recognise dot notation and match it to 3-note tunes played on tuned percussion				
DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC				• Understand that music can tell stories	• Compare music from different periods in history • Name some composers and genres of music from different eras	• Understand that music is a form of communication • Name some composers and genres of music from different eras	• Investigate how technology has impacted on music • Name musical eras



Glossary of musical vocabulary
taken from Model Music
Curriculum (2021)



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Word	Definition
6/8 time	A time signature that shows to count 6 quavers in a bar. It will often look like this: 
<i>Accelerando</i>	Gradually growing faster
<i>Adagio</i>	At a slow speed
<i>Allegro</i>	At a brisk speed
Arrangement	A reworking of a piece of music so that it can be played by a different instrument or combination of instruments from the original.
Baroque period	Music written between c.1600 and c.1750. Periods and eras of music overlap and are not always distinct.
Bars	A segment of time corresponding to a specific number of beats.
Beat/Pulse	A basic unit of time marking out the speed at which the music is played.
Beat groupings	Collecting beats into recognised groups within the bar.
Body percussion	Sounds produced using fingers, hands and feet plus mouthed effects, e.g. cheek pops, tongue clicks, clapping, and a wide range of vocal sounds.
Brass band	A group of musicians playing brass instruments and sometimes including percussion.
Brass family	The instrument family that consists of Trumpet, Cornet, Flugelhorn, French Horn, Eb Horn, Baritone, Euphonium, Trombone, Bass Trombone and Tuba.
Call and response	Two distinct phrases, where the second phrase is heard as a direct response to the first.
Chants	Text spoken rhythmically, not sung.
Chord	Two or more notes played together to achieve harmony.
Chord progressions	A succession of chords, one after another.
Classical period	Music written between c.1750 and c.1830. Periods and eras of music overlap and are not always distinct.
Classroom percussion	Untuned and tuned percussion instruments specifically designed for use in the classroom (e.g. boomwhackers).
Clef	A symbol found at the beginning of a line of music to show how high or low the notes are.
Compound time	Music that is written in a metre of 2 but where each beat is subdivided into 3 quavers, providing a bouncy, skipping, jig-like rhythm, for example in Row, Row, Row your Boat. (e.g. 6/8)
Contemporary music ensemble	A group of musicians who play music written in the late 20th or 21st century. Instrumentation is decided by the music the group wish to perform.
<i>Crescendo</i>	Gradually getting louder. 
Crotchet	A note worth one beat, represented by a solid dot with a stem.
Crotchet rest	(See Rests)
Cuckoo interval	A pitch pattern of two notes found in many Early Years and KS1 songs, sounding exactly like a 'cuc-koo' call. (Also described as So-Mi interval in Solfege).



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<i>Decrescendo</i>	Gradually getting quieter. 
Do, Re, Mi, Fa, So, La, Ti, Do (Solfege)	Many people would use Solfege before introducing written notation. Syllables are assigned to the notes of the scale, often used in sight-singing. Solfege can be used with hand signals to distinguish pitch visually. It can be used to learn to mentally hear the pitches of music before playing or singing them.
Dot Notation	Visual symbols used to represent musical notes and chords.
Dotted crotchet	A note value lasting one and a half beats.
Downbeat	The accented first beat of a group of notes in any metre, e.g. in 1 2 3 1 2 3 .
Drone	A sustained sound, which could be a single note or a chord.
Duet	A piece played or sung by two performers.
Dynamics	Volume: very soft (<i>pianissimo</i>) (<i>pp</i>) soft (<i>piano</i>) (<i>p</i>) moderately soft (<i>mezzo-piano</i>) (<i>mp</i>) moderately loud (<i>mezzo-forte</i>) (<i>mf</i>) loud (<i>forte</i>) (<i>f</i>) very loud (<i>fortissimo</i>) (<i>ff</i>)
Echo-playing	Repeating a given phrase.
Ensemble	i) A group of players of any size and instrumental mix. ii) 'A sense of ensemble' describes a musical performance in which players keep together rhythmically and maintain a balance between parts.
Flutter tongue	A tonguing technique for woodwind and brass players, in which a performer flutters their tongue to make a 'frrrr' sound.
Folk band	A group of players who play music in a folk style/genre.
Full diatonic scale	A scale which is traditional in European classical music (e.g. C-D-E-F-G-A-B).
Genre	Music that shares a certain style or particular tradition is said to belong to a genre, e.g. 'Avant-garde' or 'Gospel Blues'.
Graphic notation, symbols or scores	Images or a mark that can signify a particular musical action.
Groove	Persistent repeated units, giving a feel of swing or togetherness.
Harmony	A musical effect created by combining two or more notes played or sung simultaneously.



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Improvisation/ Improvise	Creating and inventing music in real time, i.e. 'on the spot'.
Interval	The pitch difference between two notes.
Layered texture	A piece of music with more than one contrasting part, 'layering' the music.
Legato	Smooth.
Major and Minor	A simple major scale can be played using all the white notes on the piano starting and ending on C, and minor scale from A to A. An example major chord is C-E-G, and minor A-C-E. Often music in major keys or using major scales is referred to as happy with minor meaning sad.
Melodic phrase	A musical 'sentence' that makes sense played or sung on its own.
Melody and accompaniment	A melodic tune which is accompanied by another line of music.
Metre	The different groupings of beats, most commonly occurring in 2, 3 and 4 time.
Middle C	The note C in the middle of the keyboard. If a keyboard has 88 keys, like a standard piano, this is where Middle C is found, i.e. C4. 
Minim	A note worth two beats, represented by a hollow dot with a stem.



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Moving and static parts	A static part of music might be a drone or a repeated pattern. A moving part might be a long phrase that changes more frequently than the accompaniment. It's another way of describing Melody and Accompaniment.
Note values	A semibreve is worth 4 beats  A minim is worth 2 beats  A crotchet is worth 1 beat  A quaver is worth half a beat  A semiquaver is worth a quarter of a beat   1 semibreve = 2 minims = 4 crotchets = 8 quavers = 16 semiquavers
Octave	The musical alphabet is A-B-C-D-E-F-G, which then repeats. For example, A to the next A is a distance of 8 notes (Oct = 8) therefore an octave is the range between an A and the next A.
Orchestra	An ensemble of instruments, usually combining string, woodwind, brass and percussion.
Ostinato/Ostinati	A musical phrase or rhythm which is repeated.
Paired quaver	A quaver is a note value that is worth half a beat. Paired quavers are 2 quavers next door to each other, with a horizontal line joining the two note stems together.



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Partner songs	Songs with two (or more) complete melodies that can be sung separately but go together because they are the same length and follow the same harmony (e.g. <i>She'll Be Comin' Round the Mountain</i> , and <i>When the Saints</i>).
Pause	The note or rest that the pause is assigned to should be prolonged.
Pentatonic scale	A scale with five notes, e.g. C D E (F) G A (B), very common in folk music.
Percussion family	The instrument family that consists of untuned (e.g. snare drum) and tuned (e.g. xylophone) percussion instruments, i.e. instruments that make a sound or note when struck with a mallet, beater or stick.
Phrasing	Connecting or grouping several notes or rhythms to create a sequence of sounds that make sense musically and satisfy both performer and listener. Phrasing in a song indicates where the singer should breathe.
Pitch	How high or low a note is.
Pizzicato	Plucking the string on a violin, viola, cello or double bass.
Playing by ear	The skill of 'picking out' a phrase or melody on a pitched instrument without the support of written music: this skill may require dedicated practice.
Playing/singing at sight (sight-read)	The skill of reading and playing or singing notation without preparation time.
Quaver	A note worth half a beat (half a crotchet), represented by a solid dot, a stem and a tail.
Question and answer	Two distinct phrases usually written in different parts of the music, but which operate like a conversation, with the second phrase answering the first.
<i>Rallentando</i>	Gradually growing slower.



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Renaissance period	Music written between c.1400 and c.1600. Periods and eras of music overlap and are not always distinct.
Rests	A moment of silence in music. Rests can last for different lengths of time; 4 beat (semibreve) rest  2 beat (minim) rest  1 beat (crotchet) rest  half a beat (quaver) rest 
Rhythm	Variable sound patterns that fit over a steady pulse or beat: in songs, rhythms are dictated by the arrangement of syllables.
Romantic period	Music written between c.1830 and c.1900. Periods and eras of music overlap and are not always distinct.
Rondo form	Music composed in a set pattern of sections. The main initial musical theme alternates with contrasting musical sections and is often represented as A-B-A-C-A-D-A .
Round	A song in which singers perform the same melody but at staggered starting points, producing overlapping harmony. Rounds are most commonly performed in 2, 3 or 4 parts.
Scale	A sequence of eight adjacent notes which together span an octave.
Score	A written document of a piece of music using notation.
Semibreve	A note worth four beats represented as a hollow oval with no stem attached. 
Semiquaver	A note worth a quarter of a beat. A single semiquaver note has two "tails" on its note stem. If several semiquavers are written in succession, the tails join up to form double lines above the note.
Sequence	The order or arrangement of phrases to form a longer piece.
Solo	A section of music, of any length, played or sung by one performer alone.



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Sound-maker (sound effect)	Naturally created music, made using materials found outside traditional music making, e.g. rustling leaves, scrunching newspaper.
Staccato	Short and spiky, the opposite of Legato.
Staff notation	Note values are placed on a set of five lines, or in the four spaces within the lines, to denote their pitch. The lines (and spaces) are called a stave or staff. The higher the position of the note on the stave, the higher its pitch.
Stave	A set of five horizontal lines and four spaces.
Stick notation	A method of teaching music-reading that uses the sticks of the notes without the circular heads of the notes.
String family	The instrument family that consists of violin, viola, cello, double bass and guitar.
Structure	How a piece is organised.
Sustain pedal	The right foot pedal on a piano, which sustains the sound produced longer than the physical action of playing a note.
Syncopation	Playing on the off-beat.
Tempo/tempi	The speed or pace of music (fast/slow, faster/slower).
Ternary form	Music composed in three sections, often referred to as 'sandwich' music, illustrating that the outer sections are the same with a contrasting middle section: e.g. Twinkle, Twinkle Little Star. Ternary form is often represented as ABA.
Texture	The overall effect of how melody, harmony and rhythm are combined in a piece of music.
Time signature	two numbers sit on top of each other next to the clef (see below) and specify how many beats are contained in each musical bar, and which note value is equivalent to a musical beat.
Treble clef	 This sign is placed on the stave at the start of a piece of music. It lets the performer know that the note values on the lines and in the spaces
	can be played by instruments such as violin, flute, clarinet, recorder, oboe, trumpet, piano (right hand), and soprano and alto singers.



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Tremolo	On string instruments, rapidly moving the bow back and forth; a roll on a percussion instrument; or two notes or chords played rapidly on a piano or marimba.
Triad	A three-note chord, often built on the tonic, or 'home' note – the lowest of the three in pitch – and played together with the third and fifth note above it. A C major triad would contain the notes C, E and G.
Tuned instruments	Percussion and orchestral instruments that can produce different notes e.g. xylophone, chime bars, glockenspiel, hand bells; violin, trumpet, flute, cello, piano, etc.
Two/three/four part song	A song written for two, three or four soloists or groups of singers, with melodies that complement each other harmonically. Part songs are often notated with multiple staves.
Unison	Playing or singing the same notes together, at the same pitch.
Untuned instruments	Percussion that makes a unpitched sound when hit, shaken or scraped, e.g. woodblock, maracas, guiro, cymbal, drum.
Verse and chorus	Music composed in a set pattern of sections, often Verse-Chorus-Verse-Chorus-Bridge- Chorus or similar. Used in most Pop songs.
Vocal balance	Maintaining appropriately even dynamics and accurate pitching between groups of singers when performing.
Wind band	A group of musicians playing woodwind instruments, sometimes with percussion.
Woodwind family	The instrument family that includes flute, clarinet, recorder, oboe, bassoon and saxophone.
World music ensemble	A group of musicians playing instruments traditional to a country, continent or culture.