



Broadmayne Music Progression of Skills and Knowledge

Curriculum aim	EYSF	KS1	Y1	Y2	Lower KS2	Y3	Y4
Musicianship	<ul style="list-style-type: none"> <li>Start to <b>tap pulse</b> whilst singing/chanting</li> <li><b>Follow instructions/gestures</b> e.g start/stop</li> <li>Play <b>simple rhythms</b> mostly in time</li> </ul>	<ul style="list-style-type: none"> <li><b>Tap pulse</b> whilst singing</li> <li>Respond to <b>cues/gestures</b> of teacher to start/stop, sing with dynamics, change tempo etc.</li> <li>Perform actions or tap a <b>rhythmic ostinato</b>, generally in time, whilst singing</li> <li>Keep a regular pulse at varying tempos</li> <li>Identify <b>beat groupings</b> in music (2/3).</li> </ul>	123 123	123 123	<ul style="list-style-type: none"> <li>Respond to <b>non-verbal gestures</b> of teacher to demonstrate an understanding of singing/playing with expression.</li> <li>Play <b>body percussion / do actions</b> whilst singing showing an awareness of pulse/rhythm.</li> <li>Identify <b>beat groupings</b> in music (2/3/4)</li> </ul>	123 12 1	13 12 1
Singing	<ul style="list-style-type: none"> <li><b>Sing/chant simple songs/rhymes</b>, with a small range (e.g. mi-so), mostly in time with others (by memory), mostly matching pitch (e.g unison/call and response).</li> <li>Make different vocal sounds and experiment with voice.</li> </ul>	<ul style="list-style-type: none"> <li><b>Sing/chant songs/rhymes</b> with a small range (e.g do-so), in time with others (by memory), generally in tune, (e.g unison, call and response, partner songs/simple 2 part rounds)</li> <li>Make different vocal sounds and experiment with voice.</li> </ul>	123 123	123 123	<ul style="list-style-type: none"> <li><b>Sing more complex</b> (faster/minor key/longer phrases) <b>unison songs, 2-4 part rounds, call and response, partner songs and songs with simple harmonies</b>, by memory, in tune (a greater range than a 5th) with increasing accuracy/fluency/expression.</li> </ul>	123	13
Technical Skills (instruments)	<ul style="list-style-type: none"> <li>Play some percussion instruments with <b>some control</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Copy simple rhythms in time</b> on body percussion or percussion instruments, with control.</li> <li>Play <b>untuned percussion with control</b> and <b>tuned percussion with 2/3 notes</b>.</li> </ul>	23 23	23 23	<ul style="list-style-type: none"> <li>Play rhythms (copy or create) on percussion instruments/body percussion, in time, in layers with others, with an awareness of groupings of beats (including rests).</li> <li>Learn to play <b>tuned percussion and other tuned</b></li> </ul>	13 23	13 23



Broadmayne Music Progression of Skills and Knowledge

					<p>instruments using instrument-specific technique (e.g. recorder), with 3-5 notes.</p> <ul style="list-style-type: none"> <li>Start to play simple instrumental parts in time with others (start to show sense of ensemble).</li> </ul>	23	13
Notation		<ul style="list-style-type: none"> <li>Understand and follow simple <b>stick notation</b> for rhythm and <b>simple dot notation</b> for pitch. (Ta, Tete, rest)</li> <li>Create simple <b>graphic notation</b> or <b>stick notation</b> of rhythms they have created.</li> </ul>	2 23	23 2	<ul style="list-style-type: none"> <li>Follow and play from <b>simple notation</b> (grid notation, crotchets, quavers, minims, rests and 3-5 pitches on staff)</li> <li>Create <b>standard notation</b> of rhythms and melodies they have created.</li> <li>Ta, Tete, tika tika, Ta-a, shh</li> </ul>	123 12 12	12
Composition	Create a range of <b>different sounds</b> with instruments/voices	<ul style="list-style-type: none"> <li>Create a range of <b>different sounds</b> with instruments/voices</li> <li>Improvise or compose <b>descriptive music</b> with a narrative (e.g. a story) or with a <b>clear structure</b> (beginning, middle and end).</li> <li>Create <b>simple rhythms using words</b></li> <li>Improvise vocal and percussion pieces using Question &amp; Answer phrases – a musical conversation.</li> <li>Begin to create <b>short melodic patterns</b> of 2/3 notes within a given structure</li> </ul>	123 23 23 23	23 2 2 3 3	<ul style="list-style-type: none"> <li>Create a range of <b>different sounds</b> with given instruments</li> <li>Start to use a variety of <b>musical elements for specific effect</b> in a composition.</li> <li>Improvise or compose <b>descriptive music</b> with a narrative (e.g. a story), or music with a <b>clear structure</b> (beginning, middle, end), for a range of purposes, which starts to <b>use layers</b> (e.g. drone /ostinato) with an awareness of how choosing different notes affects the feel of a piece (e.g. major / minor / pentatonic).</li> <li>Create <b>more complex rhythms using words</b>.</li> </ul>	3 3 23 3 2 23	3 13 3 3 13 23



Broadmayne Music Progression of Skills and Knowledge

					<ul style="list-style-type: none"> <li>• Improvise vocal and percussion pieces using Q &amp; A phrases – a musical conversation.</li> <li>• Create <b>short melodic phrases of 3-5 notes</b> (e.g using pentatonic scale).</li> <li>• <b>Collaborate</b> with others to create a piece of music.</li> </ul>	3	13
<p>Musical Response – physical/aural/written</p>	<ul style="list-style-type: none"> <li>• <b>Respond</b> to fast/slow, high/low, loud/quiet, long/short through <b>movement or verbally</b></li> <li>• Start to <b>identify some instruments</b> by name and sound and understand that they sound different.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to <b>tempo/pitch/dynamic/structure</b> through movement or verbally.</li> <li>• Identify a sequence of sounds and recognise that <b>music can have a structure.</b></li> <li>• Start to <b>identify some more instruments</b> by name and sound and understand that they sound different.</li> <li>• Can <b>express an opinion</b> about a piece of music and talk about the <b>meaning</b> of the music</li> </ul>	12 3 23 123	123 23 23 123	<ul style="list-style-type: none"> <li>• Respond to <b>tempo/pitch/dynamic/structure</b> through movement or verbally.</li> <li>• Start to describe how the use of <b>musical elements</b> affect the <b>intent of the music.</b></li> <li>• Identify a sequence of sounds and recognise <b>repetition and contrasting sections</b> (structure).</li> <li>• Start to <b>identify different layers</b> within music they hear (e.g melody, accompaniment, ostinato, bass line)</li> <li>• Identify more instruments and <b>categorise instruments.</b> E.g instruments of the orchestra.</li> <li>• Recognise the sound of <b>major and minor chords/melodies.</b></li> <li>• Start to describe music using <b>musical vocabulary.</b></li> <li>• <b>Express an opinion</b> about a piece of music and talk</li> </ul>	13 3 13 3 3 3 3	13 13 13 23 3 123 123



Broadmayne Music Progression of Skills and Knowledge

					about the <b>meaning</b> of the music.		
Music in context (time and place)					<ul style="list-style-type: none"> <li>Show an understanding that music comes in <b>different styles</b> and from <b>different times and places</b>.</li> </ul>	23	123
Elements of Music	Some awareness of: Pitch - High/Low Dynamic - Loud/Quiet Tempo - Fast/Slow Pulse	Pitch - High/Low/ Melody Dynamic - Loud/ Quiet/ crescendo/ diminuendo Tempo - Fast/Slow Pulse / Beat Rhythm (and how different from pulse) Long/short sounds Structure - Ostinato/ Round Instrument names (especially percussion instruments they might play) Timbre			Pitch Melody - High/Low/ rising/falling/ step/leap / pentatonic scale Harmony - Major/minor chords / drone Tonality - Major / minor Dynamic - Loud/Quiet/ crescendo/ diminuendo Tempo - Fast/Slow Pulse / Beat / Downbeat Rhythm (and how different from pulse) Long/short sounds Structure - Ostinato / Call and response / Round Unison Solo Layered Stave Crotchet/ quavers/semi-quavers/ minim/rest (including vocalisations e.g. Ta Tete, tika tika, ta-a, shh ). Timbre - Strings, Woodwind, Brass, Percussion, keyboard		
Repertoire		<b>Year 1</b> Year 1 DASP Singing Curriculum 1 Spiegel im Spiegel 1 Pizzicato Polka 1 Radetzky March 2 You've Got a Friend in Me 2 Can't Stop the Feeling 2 Happy 2 Count on Me 2 Superman Film Music 2 In the Hall of the Mountain King			<b>Year 3</b> Year 3 DASP Singing Curriculum Recorder pieces from Razzamajazz Recorder tutor Mars by Gustav Holst Chest Chest Knee Toe Lil Liza Jane Song of the Dragon Traditional Chinese music  <b>Year 4</b>		



## Broadmayne Music Progression of Skills and Knowledge

		2 Batman TV theme 2 The Incredibles theme 3 Peter and the Wolf 3 Carnival of the Animals <b>Year 2</b> Year 2 DASP Singing Curriculum 1 Spiegel im Spiegel 1 Pizzicato Polka 1 Radetzky March 2 Kye Kye Kule (Ghanaian) 2 Sea Interlude 2 The Lark Ascending 2 Amerique 3 Once a Man Fell in a Well 3 Danse Macabre 3 Hansel and Gretel			Year 4 DASP Singing Curriculum (including 'Ooh la la lay (2 part round) and 'Mango Mango' (3 part riff-based song) Traditional Samba Music Clap the rhythm with me Boom, snap, clap Give me one Bim bum I think I heard you call to me I walked to the end of the road Scooby doo song In C - by Terry Riley A Night on the Bare Mountain by Mussorgsky Ah Poor Bird Bumblebee Tuna Rock around the clock Blue Suede Shoes Oh Boy Born to Hand Jive		
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EYFS Stem Sentences (an awareness of these only)

- ✓ Pitch is how high or low a sound is. Let's sing this song at a higher pitch.
- ✓ Dynamic is how loud or quiet the music is. Let's sing this song at a quieter dynamic.
- ✓ Tempo is how fast or slow the music is. Let's sing this song at a faster tempo.
- ✓ Pulse is the steady heartbeat of the music. Let's all clap the pulse.
- ✓ Ta and Tete tell us how long or short the sounds are.

KS1 Stem Sentences

- ✓ Pitch is how high or low a sound is. Let's sing this song at a higher pitch.
- ✓ Dynamic is how loud or quiet the music is. Let's sing this song at a quieter dynamic.
- ✓ Tempo is how fast or slow the music is. Let's sing this song at a faster tempo.



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- ✓ **Pulse** is the steady heartbeat of the music. Let's all clap the pulse.
- ✓ **Ta** and **Tete** tell us how long or short the sounds are.
- ✓ **Timbre** is the type of sound. Which instrument has a metallic timbre?
- ✓ **Beat** is when the pulse is put into groups. How many beats are there in this music?
- ✓ A **rest** is a 'shh' note.
- ✓ **Melody** is the tune. Let's all sing the melody.
- ✓ **Rhythm** is how long or short the sounds are. Can you clap the rhythm of the words in this song?
- ✓ **Structure** is the order of the sounds.
- ✓ **Ostinato** is a repeating pattern. Can we clap an ostinato to accompany this song?
- ✓ A **Round** is when people start playing or singing the same thing at different times. Let's sing this song as a round.

### Lower KS2 Sentences (in addition to KS1 sentences)

- ✓ **Unison** is when everyone sings or plays the same thing at the same time. Let's sing this song in unison.
- ✓ **Call and response** is when one person sings and everyone sings something after them. This song uses call and response.
- ✓ A **Drone** is a long note held under a melody. Let's accompany this song with a drone.
- ✓ **Tonality** describes whether a piece is major or minor.
- ✓ **Major tonality** sounds happy
- ✓ **Minor tonality** sound sad
- ✓ The **pentatonic scale** has five notes. 'Lil Liza Jane' is a pentatonic melody.