

MUSIC MAESTRO PRIMARY

Knowledge and Skills progression

Reception

Singing	Listening	Composing	Performing
COMING SOON!			

MUSIC MAESTRO PRIMARY

KS1

Singing	Listening	Composing	Musicianship
YEAR 1			
✓ Sing simple songs, chants and rhymes from memory ✓ Sing songs within a very small range (mi-so) and pentatonic ✓ Sing a wide range of call and response songs to control pitch accurately	Western Classical and Film Rondo alla Turca, Mozart Mars for The Planets, Holst Popular Wild Man (Art Pop) Kate Bush Runaway Blues (Blues) Ma Rainey Musical Traditions Fanfarra (Samba) Sergio Mendes	✓ Improvise simple vocal chants using question and answer phrases ✓ Create musical sound effects in response to stimuli ✓ Understand the different between a rhythm pattern and a pitch pattern ✓ Recognise how graphic notation can represent created sounds. Explore and invent own symbols	Pulse/Beat ✓ Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ✓ Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. ✓ Respond to the pulse in recorded/live music through movement and dance Rhythm ✓ Perform short copycat rhythm patterns accurately, led by the teacher. ✓ Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. ✓ Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns Pitch ✓ Listen to sounds in the school environment, comparing high or low sounds ✓ Sing familiar songs in both low and high voices and note the difference in sound ✓ Explore percussion sounds to enhance story telling ✓ Follow pictures and symbols to guide singing and playing

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YEAR 2			
Singing	Listening	Composing	Musicianship
✓ Sing songs regularly with a pitch range of do-so with increasing vocal control. ✓ Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. ✓ Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)	Western Classical and Film Night Ferry (Anna Clyne) Bolero (Ravel) Popular Hound Dog (Rock and Roll) Elvis Presley With a little help from my friend (Pop) Beatles Musical Traditions Baris (Gamelan), Gong Kebyar of Peliatan	✓ Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) ✓ Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. ✓ Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces ✓ Use music technology, if available, to capture, change and combine sounds.	Pulse/Beat ✓ Understand that the speed of the beat can change, creating faster or slower pace (tempo) ✓ Mark the beat of a listening piece by tapping or classing, recognising tempo changes ✓ Walk in time to the beat ✓ Begin to group beats in twos and threes by tapping strong and weak beats Rhythm ✓ Play copycat rhythms, copy a leader, invent rhythms for others to copy on untuned instruments ✓ Create rhythms using word phrases ✓ Read and respond to chanted rhythm patterns, represent them with stick notation including Pitch ✓ Play a range of singing games based on the cuckoo interval (so-mi) ✓ Sing short phrases independently within a singing game or short song. ✓ Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). ✓ Recognise dot notation and match it to 3-note tunes played on tuned percussion

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LOWER KS2

YEAR 3			
Singing	Listening	Composing	Musicianship
✓ Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft. ✓ Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). ✓ Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ✓ Perform as a choir in school assemblies.	Western Classical Tradition and Film Hallelujah from Messiah (Handel) Night on a Bare Mountain (Mussorgsky) Jai Ho from Slumdog Millionaire (Rahman) Pop I got you (Funk) James Brown Le Freak (Disco) Chic Musical Traditions Sahela Re (Indian Classical) Kishori Amonkar)	Improvise ✓ Become more skilled in improvising ✓ Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Compose ✓ Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). ✓ Compose song accompaniments on untuned percussion using known rhythms and note values. Perform ✓ Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). ✓ Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi (see illustration): ✓ Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.	✓ Draw, use and perform crotchets, minims and quavers (including pairs) ✓ Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi ✓ Introduce the stave, lines and spaces, and clef ✓ Draw notes on a stave with a range of a third ✓ Know and use the words forte, piano, allegro and adagio

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YEAR 4			
Singing	Listening	Composing	Musicianship
✓ Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). ✓ Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony ✓ Perform a range of songs in school assemblies	Western Classical Tradition and Film For the beauty of the earth (Rutter) O Euchari (Hildegard) Symphony No.5 (Beethoven) Pop Take the 'A Train' (Jazz) Duke Ellington Orchestra Wonderwall (90s Indie) Oasis Musical Traditions Bhabiye Akh Larr Gayee (Bhangra) Bhujhangy Group Tropical Bird (Calypso) Trinidad Steel Band	✓ Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches ✓ Sing and play these phrases as self-standing compositions. ✓ Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. ✓ Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. ✓ Introduce major and minor chords. ✓ Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. ✓ Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology	✓ Draw, use and perform crotchets, minims and quavers (including group of 4) ✓ Draw, use and perform rests ✓ Draw notes on a staff with a range of a fifth ✓ Know and use the words crescendo, decrescendo, accelerando and rallentando ✓ Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. ✓ Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble ✓ Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. ✓ Identify static and moving parts.

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UPPER KS2

YEAR 5			
Singing	Listening	Composing	Musicianship
✓ Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. ✓ Sing three-part rounds, partner songs, and songs with a verse and a chorus. ✓ Perform a range of songs in school assemblies and in school performance opportunities.	Western Classical Tradition and Film English Folk Song Suite (Vaughan Williams) Symphonic Variations on an African Air (Coleridge-Taylor) This Little Babe from <i>Ceremony of Carols</i> (Britten) Pop Play Dead (90s) Bjork Smalltown Boy (80s synth) Bronski Beat Musical Traditions Jin-Go-La-Ba (African Drumming Babatunde Olatunji) Inkanyezi Nezazi (African Choral) Ladysmith Black Mambazo	Improvise ✓ Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. ✓ Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose ✓ Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. ✓ Working in pairs, compose a short ternary piece. ✓ Use chords to compose music to evoke a specific atmosphere, mood or environment. ✓ Create music to accompany a silent film or to set a scene in a play or book. ✓ Capture and record creative ideas using graphic symbols, rhythm notation, time signatures, staff notation or technology. Perform ✓ Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. ✓ Understand how triads are formed, and play them on tuned	✓ 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.

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		percussion, melodic instruments or keyboards. ✓ Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). ✓ Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. ✓ Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	
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YEAR 6			
Singing	Listening	Composing	Musicianship
✓ 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 include observing rhythm, phrasing, accurate pitching and appropriate style. ✓ Continue to sing three- and four-part rounds ✓ Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience	Western Classical Tradition and Film 1812 Overture (Tchaikowsky) Connect It (Anna Meredith) Pop Say my name (90s R&B) Destiny's Child Musical Traditions Sea Shanties (various) Mazurkas Op.24 (Chopin) Libertango (Piazzolla)	Improvise ✓ Create music with multiple sections that include repetition and contrast. ✓ Use chord changes as part of an improvised sequence. ✓ Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape Compose ✓ Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. ✓ Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. ✓ Either of these melodies can be enhanced with rhythmic or chordal accompaniment. ✓ Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Perform ✓ Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp). ✓ Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the	✓ 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 (e.g. C-C/ do-do). ✓ Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. ✓ Read and play from notation a four-bar phrase, confidently identifying note names and durations.

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		board using an online keyboard. ✓ Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.	
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