Music - Progression of Skills

The music curriculum at Cannon Lane is designed to nurture a deep appreciation and understanding of music, while progressively developing students' musical skills throughout their primary education. The curriculum offers a comprehensive approach that integrates listening, singing, notation, playing instruments, composing, and performing, ensuring that students gain a well-rounded musical education.

PULSE / METRE	
Year 1	Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways - Recognise fast beat and a slow beat.
Year 2	Watch, follow, feel and move to a steady beat using instruments and body percussion. Recognise slow and fast beat, slow beat and tempo changes - Perform on a string instrument with good timekeeping skills Using songs and rhymes with a clear, steady pulse to reinforce the concept.
Year 3	Play the steady beat on percussion instruments - Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace - Recognise the 'strong' beat. Learning the difference between pulse & backbeat - Playing the ukulele with solid time keeping
Year 4	Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4 - Respond to the 'offbeat' or 'backbeat' Direct the class in controlling the speed of a steady beat in a class performance. Maintain a pulse, backbeat or clave rhythm to music from around the world.
Year 5	Play in time with a steady beat and identify the metre: 2/4, 4/4, 3/4, 5/4 & 6/8 - Maintain a pulse using the clave rhythm Respond to the 'offbeat' or 'backbeat' - Direct the class in controlling the speed of a steady beat in a class performance. Learning basic conducting patterns - Using percussion instruments to perform in different metres.
Year 6	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8, 5/4 & 7/4 - Identify syncopation and swing. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempo and musical styles - Recognise an effective use of tempo at the end of a song.

RHYTHM	
Year 1	Perform short, echo rhythm patterns accurately, led by the teacher - Read music notation for crotchets, quavers & rest. Perform short rhythmic pieces using un-tuned instruments or body percussion.
Year 2	Introduction to longer rhythmic patterns - Beginning to compose basic rhythms through improvisation and notation. Perform rhythmic pieces using un-tuned instruments or body percussion.
Year 3	Recognise by ear & notation: minims, crotchets, quavers and their rests - Create simple rhythm patterns by ear & using simple notation. Play copy back rhythms, copying a leader, and invent rhythms for others to copy.
Year 4	Recognise by ear & notation: Semibreves, minims, crotchets, quavers & semiquavers - Learn to play rhythms from different countries. Create rhythm compositions by ear and using simple notation - Recall memorable rhythms in a song or piece of music. Performing repeating rhythmic patterns (ostinatos) in small groups - Improvising over music from different countries.
Year 5	Recognise by ear & notation: Minims, crotchets, triplet quavers and their rests - Play interweaving ostinatos as a group. Copy simple rhythm patterns using the above note values - Create rhythm patterns by ear and using simple notation. Learn to play rhythms from different genres - Improvising over music of different time signatures. Introduction to cross-rhythms (two conflicting rhythms played simultaneously) and their use in music.
Year 6	Create rhythm patterns by ear and using simple notation - Recognise by ear and notation: Minims, crotchets, quavers, semiquavers and their rests. 6/8 rhythm patterns, dotted crotchets, triplet quavers and their rests. Composing short pieces that include varied rhythmic elements and notating them accurately. Confidently performing rhythmically complex pieces both individually and as part of an ensemble, demonstrating control and accuracy.

PITCH / MELODY	
Year 1	Recognise, sing and play high and low-pitched notes - Explore playing different songs using C, D and E Simple pitch matching and echo singing exercises - Performing well known songs related to the topic of animals.
Year 2	Expanding the vocal pitch range and accuracy in singing - Basic introduction to the musical staff and note positions. Playing simple melodic lines on string instruments, focusing on correct pitch.

PITCH / MELODY	
Year 3	Learn to sing a melody by ear or from notation - Play simple pieces using the notes from the C & F major scale. Learn to rehearse and play a melodic instrumental part by ear or from notation - Performing melodies on the ukulele Singing more complicated melodies from music notation
Year 4	Identify and explain what a melody is - Sing and follow a melody by ear and from notation. Learn to play melodic instrumental parts, by ear and from notation - Create melodies by ear and notate them. Identify the names of the pitched notes on a stave: C, D, E, F, G, A, B, C Identify & talk about the way vocals are used in a song - Explain and demonstrate a harmony: two or more notes heard at the same time
Year 5	Identify and explain steps, jumps and leaps in the pitch of a melody - Learn to sing and follow a melody by ear and from notation. Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C# - Create melodies by ear and notate them. Learn to play a melodic part by ear and from notation - Add new chords II and VI from a given tonality. Identify tone by ear or from notation - Identify intervals 3rd, 5th and 7th - Identify and demonstrate major scale and minor scales Developing an understanding of basic harmony and counterpoint, and their roles in melody.
Year 6	Identify major and minor tonality by ear and from notation - Identify an interval of a major triad: 3rd, 5th. Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D Identify the following scales by ear or from notation: A minor, G major, D major and F major Copy simple melodies by ear or from reading notation - Create melodies by ear and notate them. Identify and demonstrate the following scales by ear and from notation: Major scale, minor scale, pentatonic scale, blues scale.

DYNAMICS / TIMBRE	
Year 1	Identify loud and quiet sounds - Sing in a group with dynamics and expression Identify instruments from strings and brass families - Using classroom instruments to produce sounds of varying dynamics.
Year 2	Identify loud and quiet sounds within music - Using dynamics and timbre to enhance storytelling in music. Recognise instruments from strings, brass, woodwind and percussion families Use string instruments to produce sounds of varying dynamics - Play pizzicato on the violin.

DYNAMICS / TIMBRE	
Year 3	Listen and respond to forte (loud) & piano (quiet) sections of music - Introduction to basic dynamic symbols Identify the sound of different instruments - Play along to a musical accompaniment Understanding and practicing different types of articulation (e.g., staccato, legato) and their effect on dynamics and timbre. Identifying and describing the timbre of different instruments and voices.
Year 4	Identify gradation of dynamics: crescendo and diminuendo - Explain how instruments can be recognised by their unique qualities. Recognise families within an orchestra: woodwind, brass, percussion and strings. Identify instruments by ear including: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar.
Year 5	Identify dynamics and how they change the mood and feel of the music - Identify solos and instrumental breaks in songs and music. Demonstrate forte, piano, mezzo forte, mezzo piano, crescendo & diminuendo - Using dynamics and timbre to convey emotion in music. Recognise the following ensembles: Gospel choirs, rock band, orchestras, A Cappella group, jazz big bands and hip hop groups.
Year 6	Identify how dynamics change the mood & feel of music using: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Mastering the use of dynamics to shape musical phrases and create expressive performances. Incorporating complex dynamic instructions and subtle changes within performances. Identify a large number of musical instruments from around the world by ear.

STRUCTURE	
Year 1	Add movement to different sections of a song - Understanding the concept of beginning, middle, and end in songs and musical pieces. Introduction to simple musical forms such as call-and-response and echo songs.
Year 2	Using movement and body percussion to represent different sections of music Introduction to the verse-chorus structure - Understanding and performing pieces in binary form (AB) on stringed instruments
Year 3	Discuss the purpose of different sections in a song (Intro, verse, chorus, bridge and outro). Compose a ukulele piece that uses different sections - Using movement to represent different sections of music. Recognising musical phrases and understanding how they create structure - Using music to tell a story with a clear structure.

STRUCTURE	
Year 4	Recognise the different sections in a song (Intro, verse, chorus, bridge and outro). Understand repeated rhythmic or melodic patterns (riffs / ostinato) Creating short compositions that use binary or rondo forms. Exploring rondo form (ABACA) in listening and performance activities. Identify & explain the following structural terms: verse, chorus, bridge, repeats, chorus & final chorus, improvisation, call and response.
Year 5	Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures - Composing music with a clear structural plan, using advanced forms and structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Understanding the structure of 12-bar blues and its use in different genres. Analyzing the structure of longer pieces of music, identifying sections like introduction, interludes, and coda.
Year 6	Identify solos and instrumental breaks in songs and music. Refer to repeated rhythmic or melodic patterns as riffs/ostinato - Talk about the different textures created by intervals and chords. Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break - Talk about the purpose of musical structures. Identify where changes in texture help emphasise the contrasting sections in a song Composing and arranging music with a clear structural plan, using advanced forms and structures.