Progression of skills document (Each element taken from Nat. Curriculum)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing on an instrument (solo)	**Christmas Music:** Joining in with songs **African Traditional Music:** Tapping out simple rhythms	**Rock Music:** Playing rhythms, but with percussion instruments	**Jazz Music:** Playing new instruments – that are typical of this style **Classical Music:** Exploring dynamics by playing instruments	**Caribbean Traditional Music:** Using percussion instruments, explore with rhythms – inspired by this style of music	**African Traditional Music**: Practicing different rhythms and combinations of note values on percussion		**Wider Opportunities:** Playing a brass instrument
Performing on an instrument (ensemble)	**African Traditional Music:** Playing rhythms on percussion as a group	**Rock Music:** Playing typical Rock instruments (percussion) in a group, attempting to create typical Rock sounds	**Classical Music:** Exploring the effect of varying dynamics across multiple timbres (ensemble setting)	**Blues Music:** Study how different instruments create layers of sound, and experiment with this (Note: Leading into Y4 ensemble playing, by pupils experimenting with ensemble playing)	**African Traditional Music:** Adapt rhythms for an ensemble setting, before playing them coherently (Note: First example of playing pre-composed music in a group, rather than just improvisation)	**Musicals Music:** Compose music for a musical idea, before playing it in a group (Note: more advanced playing + composition than Y4)	**Wider Opportunities:** Playing a brass instrument in a group
Composing Skills (KS2 ONLY)				**Caribbean Traditional Music:** Creating different rhythms for percussion, in the style learnt	**African Traditional Music:** Designing a rhythm, using untuned percussion **Classical Music:** Composing a basic one-part melody in classical style (Note: First composition for tuned instruments)	**Musicals Music:** Composing a basic melody for a musical idea **Gaming Music:** Writing and playing a basic melody (Note: first time playing composition)	**Wider Opportunities:** Playing a brass instrument
Listening Skills	**African Traditional Music:** Learning a song to dance to	**Rock Music:** Listening to different examples of this music **Musicals Music and TV Music:** Listening to different musicals/TV soundtracks, and *understanding similarities*	**Jazz Music and Pop Music:** Listening to examples of this, and *identifying instruments* **Classical Music:** Listen to examples from the romantic period, and *analyse dynamics* from this period	**Blues Music:** Listening to examples of this, and try to *understand patterns* in the music **Caribbean Traditional Music**: Listening to examples of this, and independently identifying key features of it	**African Traditional Music**: Listen to examples of this, and by listening to percussion elements, develop an *understanding of note values* **Rock Music:** Whilst listening to different examples, note the *effect of tempo* on the music **Classical Music:** Listen to this style of music, and *note recurring sounds* of the era	**Musicals Music:** Use the context of the music to *understand the reasons for how it sounds*, and link these whilst listening **Rap Music**: By listening to examples of such music, *consider the ideas of different vocal types* **Gaming Music:** Through listening to game music, *identify typical features of the music*, and *why they occur*	**Baroque Music**: Listen to examples of this, and *pick out key instruments* (difficult due to its polyphonic nature) Identify differences in instruments between other classical periods studied (Main – Y4, Romantic – Y2) **English Folk Music**: By listening to examples of this music, study the effect of the typical drone sound that is used in this music.

Understanding Musical contexts (KS2 ONLY)			**Blues Music:** Exploring the origin of Blues Music **Caribbean Traditional Music:** Understanding the origin of this music (very similar to Blues Music); compare the origins of these two **Film Music:** Explore the reasons for film music; why it is used (Note: different to other two units; studying purpose not origin)	**African Traditional Music:** Understand why the origin of this music, and its similarities with that of Caribbean Traditional Music; learn the basic context and how it has influenced the music (lack of tuned instruments so untuned percussion-heavy) **Classical Music** Explore the context of classical music in the 18th and early 19th centuries, and how it differs from the previously studied Romantic period (later 19th century)	**Rap Music**: Explore the origin of this music, and its links with other types of traditional music. **Gaming Music:** Study the development of gaming music and how it has changed over time (Note: First study of development and not one context)	**Classical Music:** Understand the context behind Baroque Music; how it was the first form of classical music; and hence how classical music developed from there (links with other types of classical studied in Years 2 and 4) **Jazz Music:** Explore the origin of this type of music, and its links with previously studied Blues Music; recap this and study similarities and differences **English Folk Music:** Study the history of this music and how it influences the sounds and instruments in it
Using Musical Notation (KS2 ONLY)			**Blues Music:** Learn about staves and note pitches; explore this and what it means (Note: first learning of sheet music) **Film Music:** Apply this knowledge of note pitches to compose basic music (just sounds and pitches – no note values)	**African Traditional Music**: Study note values, and how these are written, used, and what they mean. Explore how these affect rhythms (done through the typical percussion-heavy style of AfTM) **Classical Music:** Applying all knowledge of notation learnt so far, by composing a basic, one-part melody using both note values and note pitches, on a stave	**Musicals Music:** By studying typical musicals music, compose a basic melody for a musical idea – using all knowledge of notation so far – for multiple instruments in a group (Note: first composition for multiple instruments; trying to synthesise different parts)	**Classical Music:** By understanding note pitches, study the idea and effect of a chord, and its relation to harmony **English Folk Music:** By using notational knowledge, and exploring structure, study how the notes differ from verse to chorus
Understanding the elements of music	**Rhythm** – exploring it and learning that it is represented by patterns in percussion	**Rhythm** – continuing to explore this and its role in music **Melody** – to learn what melody is, and identify melodies in music	**Timbre** – understand it and its meanings; identifying different instruments **Dynamics** – learn the meaning, effect, and purpose of dynamics – and how they impact music in an ensemble setting	**Texture** – understand how it creates layers of sound and how different instruments influence this: and then apply this knowledge by studying simple textures in blues **Rhythm** – building on previous knowledge, explore differences in rhythm, and how it affects music	**Rhythm** – designing a rhythm based on prior knowledge **Tempo** – understanding its meaning and how it influences music	**Melody** – composing a melody for a specific purpose; identifying different types of vocal melody	**Harmony** – learning the meaning of harmony and studying how it is used; in different types of music **Structure** – explore the effects, usage and typical structure of English Folk Music
