



Skills Progression Map

Every Child has a Voice



Year 1

Skills Progression Map

Year 1 | Music Skills Progression Map | Sing Education

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Au 1 - Starting Out With Music	<ul style="list-style-type: none"> Presented with the term pulse as the heartbeat of the music Experience pulse through a tapping heart/instruments game Experience alternating between pulse and rhythm in Goodbye song 	<ul style="list-style-type: none"> Presented with the term pitch as how high or low a note is Presented with so and mi singing names and hand signs Experience high and low pitch through actions to a song Experience mi-re-do, so-la-mi and so-mi-do pitches and pitch patterns by singing more complex songs Sing so and mi at different starting pitches and dynamics 	<ul style="list-style-type: none"> Singing all together Develop inner hearing through singing songs in a thinking voice with actions Playing untuned percussion instruments on the pulse Playing 'do' or 'so' on the Glockenspiel in a duo in centre of circle Experience solo singing as part of a game Practising I Sing/You Sing to learn a song 	<ul style="list-style-type: none"> Recognising a song on the Glockenspiel from the teacher playing Recognising high and low pitches played on an instrument Listening, dancing and identifying pulse to recorded music Moving the whole body to the pulse Preparing to move feet to the pulse 	<ul style="list-style-type: none"> Presented with language to describe changes and differences in dynamics and pitch Experience call and response singing game Using actions of goodbye song to show pitch, pulse and rhythm in one song 	

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Au 2 - In The Autumn	<ul style="list-style-type: none"> Presented with the term rhythm as a pattern of the words Human Score - working out and physically representing rhythm holding 1 or two hands out in a line - preparing for ta and titi Practise using the term pulse and patting and playing as a group and as a solo Continue using heartbeat tapping game Experience clapping every syllable (rhythm) Exposure to beat and bars by tapping on hearts on the board in time to the pulse then rhythm Playing simple titi ta ostinato along to a song 	<ul style="list-style-type: none"> Practise using the terms high, low and pitch Experience singing mi re do song (preparing for names) Practising so and mi using hand signs Prepare for do by experiencing low pitch Human score - working out and physically representing high and low pitches by standing or kneeling in a line (left to right) (identifying these as "high" or "low" - these are so and mi) Encouraged to pitch match 	<ul style="list-style-type: none"> Practising I Sing/You Sing - Experiencing portamento (sliding notes) Practise solo singing in a game Playing along to recorded music, following the leader and playing one of two parts (one-note parts) using untuned and tuned percussion Practise singing in thinking voices with actions Teacher plays a song and stops suddenly midline - children try to recognise which lyric they were on Playing single notes on the Glockenspiel on the pulse (high and low) 	<ul style="list-style-type: none"> Improvising new words to an existing melody Practise recognising songs children have already learnt Listening to recorded music and identifying the structure within the music Use hand and actions to follow the pitch and pulse of a song Dancing to the pulse of the music Using scarves to move to music Starting and stopping movement to recorded music Moving together with others (ensemble) 	<ul style="list-style-type: none"> Practise call and response singing game 	

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Sp 1 - Exploring Pulse & Rhythm	<ul style="list-style-type: none"> Following teacher's actions and patting and clapping pulse to a rhyme Creating an action on the pulse for other children to copy Using bodies to experiment with how pulse duration changes with tempo - the relationship between space, time and duration Practising the term pulse verbally Playing sticks, beaters, or claves to play a repeating rhythm (titi) as a class and as solo Playing a repeating rhythm on a drum (ta) Practise alternating between pulse and rhythm in 'Goodbye song' Practise call and response with 4 beat rhythm patterns. Teacher led and then child led. Experience playing ta and titi at the same time (2 groups and then 2 children) 	<ul style="list-style-type: none"> Practise and recap so mi singing names in warm up Practise which is high and which is low (so mi) Experience do through a singing and percussion game Practise good pitch matching 	<ul style="list-style-type: none"> Using voices to create sound effects (splash) and animal sounds (buzzz) Following the leader (teacher brings children in at appropriate time and follows actions) One group singing while another plays the rhythm (half and half) Selecting a leader to follow and maintaining the chosen action throughout the song Playing percussion together through a call and response song. Doing one of 3 parts (pond, instruments, movement) Practise rhyming in thinking voice with actions Using giant scrunchie to represent pulse, rhythm and pitch at the same time while singing in thinking voice 1 child taking a turn in the centre to play different pulse parts 	<ul style="list-style-type: none"> Improvising new action to a new verse of a song Recognising and recalling a song played on the Glockenspiel Moving, using scarves, clapping and playing instruments along to varied recorded tracks Identify pulse and tempo of recorded clips (i.e. fast or slow) Identify mood of song and how it makes them feel Using actions to show pitch Giant scrunchie up and down to pitch and pulse Experience using feet to step on titi rhythm ("little steps") Travelling around the room while others sing Moving in a way that suits different recorded pieces 	<ul style="list-style-type: none"> Following the order of a song carefully to clap on each 'croak' Changing tempo and dynamics of a rhyme and whilst playing (Recognising instruction) Describing recorded tracks in terms of tempo, pitch, dynamics and emotion Relating pitch to high and low through playing rhythms in the air Using giant scrunchie to represent pulse, rhythm and pitch at the same time Practise using different tempi by 'shopping' imaginary food items on the pulse - different tempo depending on size of food Discuss tempo using the terms faster and slower Preparing the idea of phrasing by using actions that change direction after each phrase 	

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Sp 2 - Exploring Pitch	<ul style="list-style-type: none"> Reinforce the term pulse through song Experience the pulse through moving in time with a partner 	<ul style="list-style-type: none"> Practise the term pitch, demonstrating with singing voice Recognise pitches played - high, middle or low - and representing with animals Describe the shape of a melody relating to pitch Use a lycra pond in a group to represent pitch in a so mi song Experience the idea of movable do by using different starting pitches in so mi songs Practise the terms so and mi Human score - working out and physically representing high and low pitches by standing or kneeling in a line (left to right) - now identifying that these are so and mi Experiencing 3 pitches low, medium and high - preparing for do mi so Experiencing high and low pitch on a stave with physical height (cuckoo in a tree on the board and so and me) visual and auditory links Recalling a so mi song and singing this solo to the class Practicing singing a so mi do song and refining tuning 	<ul style="list-style-type: none"> Experimenting with voice use by copying back a range of different voices (high, whisper, alien) Taking a turn to sing a call and class respond by copying the same line back - practising solo singing working as a pair to play sticks or claves together through a call and response song from last half term, practising rhythm and pitch through height of sticks Developing and assessing thinking voice through teacher playing and stopping with children identifying word Identifying high or low notes with thinking voice Using thinking voice while playing rhythm and pulse on an instrument Practise maintaining steady pulse in a circle game, singing in thinking voice Identifying and describing the sounds of different instruments without looking 	<ul style="list-style-type: none"> Recognising and recalling a so mi song played on the Glockenspiel Developing ability to respond to a so mi call on an instrument, when played amongst other musical phrases Responding to live music on an instrument and developing their ability to stop and start with the music Responding physically to high so mi or low so mi calls Identifying high and low pitch phrases and representing using movement and scarves Experiencing and copying walking on the pulse as teacher models Use hand and actions to follow the pitch and pulse of a song, some using a drum, later using a giant scrunchie Using upper body only to represent pitch and pulse while singing a so mi song 	<ul style="list-style-type: none"> Using actions of goodbye song to show pitch, pulse and rhythm in one song Listening and responding naturally to music using their bodies and scarves Practise keeping a consistent tempo 	

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Su 1 – Animals (Songs & Sounds)	<ul style="list-style-type: none"> Subconsciously exposed to the difference between ta and titi through different character actions Practise choosing new characters and representing that with walking movement and percussion Practise playing ta and titi at the same time (2 groups and then 2 children) Exposed to more complex rhythms through a rhyme (tiki-ti, titiki) Exposed to reading rhythms by reading animal flashcards (left to right) Practising rhythms by saying animal names to prepare for reading stick notation rhythms Practice clapping and saying rhythms at the same time (animal flashcards) 	<ul style="list-style-type: none"> Sing a response in a call and response song using singing names and hand signs Singing songs that reinforces so and mi but also contains other itches within the scale 	<ul style="list-style-type: none"> Practising solo singing as part of a call and response song Performing a chant as a two-part rhyme (progress to 3 if possible) Alternating between one child playing the pulse on a drum and the other children playing the rhythm on percussion, along to a rhyme clapping the rhyme rhythm with no words Recognising a song from hearing the rhythm only Singing and playing at the same time to familiar songs Playing claves/sticks using more complex rhythms (tiki-ti and titiki - subconsciously) Practise copying a sung melody on the glockenspiel with 1:1 guidance (so mi and so la mi) 	<ul style="list-style-type: none"> Experience mixing and matching different rhythms to create new sequence using animal flashcards Choosing a different word to fit a song and singing it solo (prepare) Using different instruments to represent different animal sounds Moving to a recorded song Playing percussion to a recorded song on the pulse Practise walking in time to the pulse 	<ul style="list-style-type: none"> Using a scarf to practise recognising the end of the song by passing the scarf Using buzz action and sound to recognize the structure of the song 	

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Su 2 - Holiday Time (World Music)	<ul style="list-style-type: none"> Using actions to represent the pulse in a rhyme and changing tempo each time the rhyme is chanted Singing a song and changing between pulse and rhythm using percussion and body instruments Clapping an ostinato using titi and ta rhythms whilst singing Playing the rhythm of a known song using beaters and drumsticks and as a solo Experiencing the difference between ta, titi and ta-a by playing them using different body parts and percussion and in partners as part of a circle game 	<ul style="list-style-type: none"> Singing songs that includes so fa mi re do pattern Experiencing so and mi through a warm up song in different keys preparing for a moveable do Experiencing a more complex song that features low la and low so Singing a do mi so song Practise singing solo as part of a call and response song Singing a call as a solo that uses low la and low so Singing a more complex song featuring low so, la and ti and syncopa rhythm Singing a more complex song with a verse and chorus structure 	<ul style="list-style-type: none"> Experimenting with voice use by copying back a range of different voices in a warm up Playing an ostinato in a group using percussion while another group sings the song Singing a do re mi song in a round whilst simultaneously playing an ostinato Experiencing the pulse being passed around the circle Working in groups, using actions and instruments, to represent different animals in a song and using instruments to play a 4 bar rhythm along to a recorded track Playing the rhyme rhythm using sticks with no words Using sticks to play an ostinato pattern in pairs whilst singing a song 	<ul style="list-style-type: none"> Creating sounds using assorted percussion and voice to describe pictures of a summer scene as part of a game and of different animals Choosing new words to an existing melody using more complex rhythms Moving and showing the pulse to a recorded song Singing along to a recorded song and using props and actions to represent water and rowing Using movement, props and instruments to represent water Listening imaginatively to different instruments thinking about what animals they sound like Creating different actions to a do re mi song for the class to copy 	<ul style="list-style-type: none"> Experimenting with tempo and how this relates to size through a rhyme about fruit 	<ul style="list-style-type: none"> Learning an Australian song Learning a Polynesian folk Song (Maori) and learning about traditional Raku sticks that would be used Learning about instruments from Australia, Scotland, India and New Zealand



Year 2

Music Progression Map

Year 2 | Music Skills Progression Map | Sing Education

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Au 1 – Food and Drink	<ul style="list-style-type: none"> Experiencing strong beat by tapping strong beat along to a rhyme Practise using the pulse Using actions, body percussion and untuned percussion. Teacher passing an instrument around the circle on the strong beat to a rhyme Practise using the term rhythm pattern of the words by speaking and clapping along to a song singing, clapping, performing actions and playing the rhythm along to a song Experience a rhyme using ta titi and tiki tiki subconsciously using tiki tiki in a rhyme 	<ul style="list-style-type: none"> Experience leading a song, choosing the starting pitch - prepare for moveable do Match a soloists pitch Develop control of singing voice through so mi solo call and response - reinforce the interval with high and low actions singing so la mi and mi re do songs with actions to represent pitch (prepare) Sing a more complex solo line using do, low la and low so (subconsciously) Human score - work out and physically represent high and low pitches by standing or kneeling in a line (left to right) -notice that these are "so" and "mi" and use correct hand signs sing a song with more complex rhythms (dotted) and pitches maintain own melody line as part of a sung round which produces major 2nd intervals (do re) between parts 	<ul style="list-style-type: none"> Presented with correct beater grip Take turns at solo lines in a call and response song Practise using voice expressively to convey a different emotion or character as a class and later on their own using thinking voices and pulse effectively to come in together on the final beat of the rhyme on percussion singing a so la mi song in a round in a two or more groups performing a rhyme in 2 part canon Developing thinking voice in a do mi so song through teacher playing and stopping with children identifying word Playing a single "letter name" on the Glockenspiel on the pulse (on a so later do, subconsciously) use the glockenspiel as a sound effect during a rhyme 	<ul style="list-style-type: none"> child leading the class in their choice different actions and words that fit with the rhythm (2 syllables) to a so mi song creating a new word to an existing melody in a solo line in a call and response song - Practise using different actions on each line to represent the structure of the song 	<ul style="list-style-type: none"> Presented with the term dynamics - respond either loudly or softly depending on the dynamics of the teacher's 4 beat intro, and change lyrics accordingly Recognise the phrase that is different and demonstrate this by playing an instrument Using 'thinking voices', preparing to play a loud 'bang' on the final line of a rhyme Use actions of one song to show pitch, pulse and rhythm Practise using technical language to describe changes in tempo and pitch Follow the leaders vocal dynamics and style to show different musical expressions - progressing to child leading this for class Explore the link between time, space and duration by moving across the circle on their own over the course of one phrase 	

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Au 2 - Glockenspiel 1	<ul style="list-style-type: none"> Presented with ta titi rhythm names Presented with ta and titi names and stick notation using hearts on the board and then shoe images on board Taking turns to tap the pulse around the circle using a prop Practise playing ta or titi rhythms along to a song (big nails/small nails) in preparation for playing these rhythms on the glockenspiel Practise using the term 'rhythm' Experience singing a song in 6/8 metre Linking rhythms names ta-titi with 'rhythm of the words' by clapping and tapping and playing - solo and as a group Practise playing a titi-ta ostinato along to a song/game Practise Human Score - working out and physically representing rhythm holding 1 or two hands out in a line (left to right) - preparing for ta and titi Children identifying mistakes in rhythm human score and correcting - assessing rhythm knowledge and comprehension 	<ul style="list-style-type: none"> Practice and presented with la pitch through another so la mi song Linking so mi singing names and hand signs with letter names on the glockenspiel (g-e) Recognising so mi pitches in another song Reinforcing human score - working out and physically representing high and low pitches by standing or kneeling in a line (left to right) - now noticing that these are ""so"" and ""mi"", along with hand signs Using human score to identify a higher pitch - presented with this as 'la' and learning hand sign Practise maintaining own melody line as part of a sung round which produces major 2nd intervals (so-la) between parts 	<ul style="list-style-type: none"> Presented with key glockenspiel ensemble skills - turn taking, stopping and starting, following leader signals Presenting the glockenspiel as an instrument - it's sound and technique Taking turns to sing a line of a song as a solo Exploring playing different rhythms on so mi pitches through call and response Linking so mi with the instrumental letter names g-e Practicing inner hearing in a so mi song Developing and assessing thinking voice through teacher playing and stopping with children identifying word in a so mi song - progress to identify if the song stopped on so or mi pitch Learn to play so mi songs as a class on the glockenspiel using g-e (key of c) - working in pairs - using both singing voice and then just thinking voice Playing a line from a so mi song as a solo on glockenspiel Playing a la-so mi song on the glockenspiel through call and response 	<ul style="list-style-type: none"> Improvising a la-so mi line as part of a song - inserting their name in to the line by improvising the rhythm needed in 6/8 metre Recalling the song 'Hey Hey' through children playing the song in a call and response activity (recognising the melody without the words) Recalling the song 'Cobbler Cobbler' from the glockenspiel - Using rowing action to move together as a class on the pulse 		

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Sp 1 – Making Music 1	<ul style="list-style-type: none"> Presented with and identifying crotchet rest (sh) through children transcribing rhythm of a song using floor spots and pom poms. Presented with and reading (clapping and saying) 4 beat rhythm flashcards showing ta and titi rhythms Practise maintaining pulse along to a rhyme that contains dotted rhythms Practising the strong beat by singing an ostinato in a song in 3/4 metre preparing for dotted minimum (ta-iti) Singing a song in 6/8 metre Singing a song containing dotted and ta-iti rhythms Singing a mi do song Practise repeating back 2 bar (2/4 metre) patterns using rhythm names and clapping Practise using the term rhythm names, ta and titi Practise transcribing, reading and writing ta and titi rhythms into heartbeats on the board and floor spots/pom poms from a known song 	<ul style="list-style-type: none"> Present singing name and hand sign 'do' through known song and identifying pitch relationship to so and mi (higher or lower) Child leads a song, choosing the starting pitch Singing so mi song with increasing pitch Practising the difference between the terms 'rhythm names' and 'singing names' Practise identifying singing names in a song with increasing accuracy Using mi so la toneset on the board, children sing singing names whilst following teacher pointing to each pitch (preparing for reading stave notation) Singing back phrase that has been show on a tone-set without teacher singing pitches Using so mi do toneset on board, children sing and sign singing names to song Human score - working out and physically representing do mi so la pitches by hands on floor, kneeling, stand or arm in the air in a line (left to right). 	<ul style="list-style-type: none"> Experimenting with voice use by copying back a range of different voices (high, whisper, alien) As a class, practise singing one note (do) ostinato part (ding-dong) along with melody of song - half the class at a time and then switching Practise performing a rhythm with actions in canon (2 or more groups) Practise taking turns to play one of two parts at the correct moment within in a song as a solo, using glockenspiel (mi do) and untuned percussion Playing one note ostinato (ding-dong) along to a song 	<ul style="list-style-type: none"> Practise recognizing song that has been sung by teacher using only the singing names and hand signs 	<ul style="list-style-type: none"> 4 children, each representing a line of the song, clap one line of a song each in turn (2/4 metre). Practise identifying rhythmic pattern in song structure, preparing to learn about structure Experience phrase length through action song with children finding a new partner in the space of one phrase (build awareness). 	

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Sp 2 - Music for Folk Dancing (World Music)	<ul style="list-style-type: none"> Experience phrase length through action song with children finding a new partner in the space of one phrase (build awareness). 	<ul style="list-style-type: none"> Singing a solo line in a so mi la song with increasing confidence Singing songs with more complex pitches (full diatonic scale) Singing a song in a minor key (la so mi) with partner actions - traditional Japanese song. Song also sung as a pair in the centre 	<ul style="list-style-type: none"> Practise following the pulse and playing multiple parts as a class along to a recorded melody, using glockenspiel and untuned percussion Practise following the teacher's dynamics whilst playing Practise using thinking voice to internalise rhythms that are being played on untuned percussion Learn about traditional Hawaiian instruments (Ipu Drum) through video presentation A call and response drumming and movement activity in the style of Hawaiian Ipu drumming led As a class, devising a simple ta/titi/sh rhythm accompaniment to a recorded traditional flute melody Practise copying feet movements (ta/ta-a) onto untuned percussion 	<ul style="list-style-type: none"> Improvising as a group to to insert new 'names' into an existing melody -Practise leading (solo) improvised call and response drumming activity using ta and titi rhythms Listening to a variety of recorded folk songs from around the world. Moving to the music, discussing and describing the various elements of what they hear - Practise singing a longer song with more complex actions, with children in 2 parts performing actions in groups 	<ul style="list-style-type: none"> Learning actions that change halfway through to reflect the distinctive structure of the song 	<ul style="list-style-type: none"> Learning about maypole dancing (Trad. English) through folk songs with actions and through video presentation Learning about Hawaiian culture and Hula dancing through song, video and discussion. Songs about the world and ecology Learn about traditional Japanese music and a Nagashi folk dancing through video presentation and discussion. - Learning about traditional Dutch music and clog dancing through video presentation and discussion

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Su 1 - See and Hear	<ul style="list-style-type: none"> Practise representing pulse using hands and feet Practise tapping the pulse (solo) on the drum against class tapping the rhythm Learn 6 4-beat rhythm patterns that represent different morning activities Singing a song in 6/8 metre with actions following both pulse and rhythm alternately. Practise reading, saying and playing 4-beat rhythm flashcards containing ta-titi and sh rhythms. 	<ul style="list-style-type: none"> Singing a do re mi so song and circle percussion game encouraging good pitching of 'do' - Using do re mi and mi re do patterns and singing names as part of a warm up 	<ul style="list-style-type: none"> Class split into 6 groups, each playing a 4-beat repeating rhythm Layering composed parts (up to 7 elements), formed of tuned and untuned instruments - Practise playing a mi so, mi so la melody (solo), learning them through singing names, hand signs and toneset on the board 	<ul style="list-style-type: none"> Creating rhythmic patterns that mimic the sounds of daily routines (brushing teeth etc.) Create sounds to represent a picture, using body percussion, untuned percussion and voice as individuals and small groups Discuss the visual elements and sounds to compose a piece to represent a painting - using rhythm flashcards as basis for rhythms for percussion and glockenspiel. Using glockenspiels to create short so mi (g-e) melody patterns Small group using glockenspiels to mimic bell sounds, using do mi-do in key of D - learning through singing games and flashcards. Responding to live instrumental music. Stop at the end of phrases. Discuss phrases heard and how they relate to a picture then adding in chosen instruments to represent visual elements Doing partner actions showing both pulse and rhythm alternately, with increasing difficulty and coordination. 	<ul style="list-style-type: none"> Presented with the terms dynamics and tempo Choosing the most appropriate description of sound clips after listening - instrumentation, tempo and dynamic with increasingly more detailed descriptions from children 	

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Su 2 - Playing Together 1	<ul style="list-style-type: none"> • Actions on pulse representing food • Practise following rhythm and pulse sign, switching between the two throughout the song, with increasing difficulty • Sing a solo as part of a la-so mi in 6/8 metre with increasing confidence • Read a ta and titi rhythm from the board and work out what song it is from the rhythm only • Reading multiple 4-beat phrases (4 phrases repeated) from the 'rhythm clock' on the board. • Individuals taking turns to speak and play rhythms • Playing rhythm clock in 2 part canon in multiple formats 	<ul style="list-style-type: none"> • Singing a song that features low la and low so (singing below the tonic) • Singing a so mi song with singing names and hand signs with increasing confidence • When learning a counter melody for glockenspiel, learning to sing and sign the singing names, along with singing the letter names to reinforce the relationship between these (preparing for movable do). • Using rhythm solfa (rhythm and singing names together) to experience reading these two things at the same time • - Recognising another song with the same rhythm and pitches using rhythm solfa on the board. 	<ul style="list-style-type: none"> • Performing a rhyme in a round in 2 or more parts, focused on titi rhythms • Performing a piece with 3 parts (glockenspiel - melody, tambourines - pulse, claves - rhythm) to a known so mi song, alternating between parts in a circuit • Singing a partner song with actions - progress to eyes closed to develop listening skills for ensemble work • Playing one note patterns, in 2 groups on the glockenspiel in time along to a recorded track. Following the teacher's direction of when to play. • Playing either glockenspiel (do in key of D) or drums on the pulse whilst others play the rhythm on percussion instruments along to a do mi so, known song" • Practise reading rhythm flashcards using thinking voice • - Learning to play a counter melody (bass line) on the glockenspiel along to a recorded track. This is split into 3 parts for the children to play as an ensemble. Do so re in Key of F. 	<ul style="list-style-type: none"> • Creating a two part word with 2 syllables to fit into an existing song and melody • Playing percussion along to recorded music • - Doing partner actions which represent high and low with increasing difficulty and coordination. 		



Year 3

Skills Progression Map

Year 3 | Music Skills Progression Map | Sing Education

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Au 1 – Glockenspiel 2	<ul style="list-style-type: none"> Walking to the pulse whilst singing a song Singing and clapping rhythms that contain rests to prepare for further teaching rests 	<ul style="list-style-type: none"> Singing a song including 'fa' and presenting the singing name and hand sign for this pitch Working out letter names from singing names - preparation for key signatures and major tonality Singing a song a d-r-m-s song which strongly reinforces the d-r-m pattern Practice reading singing names from tonalset on the board (mi so la) - Singing a song in a two or three part round containing do re mi fa so la pitches and dotted rhythms with actions 	<ul style="list-style-type: none"> Playing a song as part of a circuit, with glockenspiel melody (so mi), ti-ti rhythm and pulse Individuals playing a phrase from a song in 6/8 metre using mi so la Practise correct beater technique Play a do re mi song on the glockenspiel, reinforcing do-re-mi note pattern (key of C) Play at different tempi Playing do re mi song in a two part round as a class Playing a do re mi-fa song on the glockenspiel in key of C Playing a do re mi so song on the glockenspiel in key of C 	<ul style="list-style-type: none"> Improvising to insert their own name into a song on the glockenspiel in 6/8 metre using mi so la 	<ul style="list-style-type: none"> Playing lines 1 and 3 of a song on the glockenspiel, which are the identical, preparing them for structure 	

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Au 2 - Music Around The World	<ul style="list-style-type: none"> Individuals playing the pulse on instruments in the centre of circle Passing a clap/beanbag around the circle on the pulse Chanting rhyme in 2 groups with pulse vs. rhythm in 6/8 metre Practise tapping the pulse around the circle using a beanbag" "- Sing a response and playing an ostinato that features dotted rhythm, syncopa-ta Singing a song with actions that alternate between pulse/strong beat and a syncopated rhythm Singing and emphasizing dotted rhythms within a 6/8 metre song Clapping a rhythm to a 6/8 rhyme Learning a rhyme that contains tiki-tiki, ti-tiki and tiki-ti Preparing for tiki-ti rhythm by singing traditional Irish folk song - children recognising and clapping/playing the rhythm each time it recurs in the song (subconscious) 	<ul style="list-style-type: none"> Using clapping actions to follow the pitch of a song Learn a call and response song using the singing names and hand signs - full pentatonic - do re mi so la - Singing a song that reinforces downward pentatonic pattern and learning singing names for this 	<ul style="list-style-type: none"> Singing a song in canon using the singing names - that contains syncopated rhythms. Playing rhythm of words to a rhyme in 6/8 metre as a circuit including tuned and untuned percussion instruments Recognising the cue line to move between circuit stations, and following the leader in doing this Playing tiki-tiki, ti-tiki, and tiki-ti rhythms in the thinking voice from a rhyme Switching between thinking voice and speaking voice through a game Playing tiki-tiki, ti-tiki, and tiki-ti rhythms (subconsciously) on untuned percussion to a rhyme Learning a full pentatonic song on the glockenspiel with one-to-one support Playing an ostinato on the glockenspiel using itches do-so 	<ul style="list-style-type: none"> Creating new words and actions based on the weather to fit with an existing song Moving body and playing instruments to recorded music featuring syncopated rhythms Moving body to syncopated rhythm (syncopa-a) - subconscious - Experiencing pulse in both simple and compound time songs and rhymes using giant scrunchie 	<ul style="list-style-type: none"> Learning a traditional story-based, call and response song from the Caribbean with class split into call and response parts 	<ul style="list-style-type: none"> Learning about music from the Caribbean using traditional songs - calypso music Learning about music from Ireland using traditional rhymes and songs - Learning about music from the USA using traditional songs"

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Sp 1 – Making Music 2	<ul style="list-style-type: none"> Presented with rhythm name ta-a (minim) through song. Reinforce the terms Rhythm and Pulse Move to 6/8 pulse - singing the song with actions, clapping or playing on the pulse or rhythm Gain confidence at switching between pulse and rhythm by following a signal Use actions to show the rhythm of a rhyme including tiki-ti Sing songs using syncopa, ta-a and dotted rhythms in 4/4 and compound time Play an ostinato using syncopa(subconscious) Transcribe and read the rhythm of a known rhyme using ta and ti-ti rhythms Identify rhythm names from hearing the rhythm only Recognise 'sh' rhythm Read ta-a as two beats Use a human score to work out a ta and ti-ti rhythm pattern, and to notice where this rhythm repeats Read and play a selection of 4-beat rhythms using call and response and a rhythm clock together and as part of a canon 	<ul style="list-style-type: none"> Singing a song featuring full diatonic scale and low so and singing in a round Practicing the singing name and hand sign for 'fa' and its relationship to mi Singing a song featuring the patterns re mi fa and fa mi re to reinforce 'fa' Practicing understanding of pitch 'fa' visually, through using floor spots spaced out according to their interval relationship. - Learning singing names, one phrase at a time, to a do mi so la song and reinforcing with toneset on the board 	<ul style="list-style-type: none"> Developing the skill the do an action at an indicated moment within a song, that is not obviously on the pulse or rhythm including using thinking voice Working together to play and pass claves in time, and in-turn, around the circle as part of a song. - Switching between thinking voice and speaking voice through a game 	<ul style="list-style-type: none"> Recalling a variety of known songs from teacher humming or playing the melody, or clapping just the rhythm of the song 	<ul style="list-style-type: none"> Breaking down a song into its composite phrases with 4 children chanting and clapping the rhythms - Following the teachers dynamic lead 	<ul style="list-style-type: none"> Learning a traditional Ghanaian folk song

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Sp 2 – Music and Movement	<ul style="list-style-type: none"> Using bodies and moving around the room to experiment with how pulse duration and the feel of the metre (1 or 2 in a bar) changes with tempo - the relationship between space, time and duration (subconsciously) Developing awareness of pulse through passing a prop around the circle in time to the pulse of a song Developing awareness of silence as part of musical phrases through moving, clapping and the use of props and instruments on the rests, to songs and improvised live music that feature rests Experiencing ta, ti-ti and ta-a through different walking motions 	<ul style="list-style-type: none"> Practising a stronger understanding of pitch through a song and actions that follow the pitch Identifying so mi interval played at different pitches using actions Practicing do-re-mi pattern through a song which actions featuring rhythm and pitch - Developing a good sense of the tonic note through songs that reinforce 'do' 	<ul style="list-style-type: none"> Memorising a longer song through actions Being ready to sing solo or duo lines as part of a passing game and song - Using instruments on the pulse while singing 	<ul style="list-style-type: none"> Practise improvising on the spot - choosing a new lyric for a song, and singing this in time Increases awareness of tempo, pulse and phrases through movement to live music Practise reacting immediately to musical phrases, showing both rhythm and pitch simultaneously - picking up on patterns and predicting the music individually and then in pairs. Practise reacting quickly to a so mi call, played amongst other phrases by stopping and starting Listening with attention to detail and follow a leader, while maintaining a steady pulse to a jazz song Practise reacting to aural signals, using different parts of the body on the pulse to a blues song Devising actions in pairs to a blues piece Experiencing pulse, tempo and metre as a class through a song that uses the giant scrunchie 	<ul style="list-style-type: none"> Recognising musical structures (verses/choruses) in recorded music Practise moving freely to a song, travelling and then stopping in time for the end of the song, using a scarf - Using scarfs and actions to follow along phrase lengths of a recorded piece 	<ul style="list-style-type: none"> Maintaining the pulse to both a jazz and a blues song

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Su 1 – Playing Together 2	<ul style="list-style-type: none"> Presented with ta-a flashcards alongside ta, ti-ti and sh rhythm Practise pulse through use of heart beats on the board Practise the difference between rhythm and pulse through various songs and demonstrating knowledge through circle game Practise using the terms pulse and rhythm Experimenting with voice use by copying back a range of different voices (high, whisper, alien) Recalling a so mi song and singing this solo to the class Practicing singing a so mi do song and refining tuning Taking a turn to sing a call and class respond by copying the same line back - practising solo singing Practise transcribing the rhythm on a known songs on the board using ta and ti-ti - Using the thinking voice for rests instead of sounding a 'sh' 	<ul style="list-style-type: none"> Practicing do mi so singing names and hand signs through a 3/4 metre song using the toneset on the board and listening to teacher playing the pitches Practise reading ensemble parts written in text, singing names and letter names on the white board - for a known song - Singing with increasing accuracy through singing a song containing full diatonic scale 	<ul style="list-style-type: none"> Copying a leader back with various rhymical patterns, body percussion and vocal phrases in a 6/8 metre Listening for key phase to remain silent Playing tiki-tiki rhythms on untuned percussion (subconscious) and switching between pulse and rhythm throughout the song Learning how to play a ta-a and how to stay silent on a 'sh' using percussion Practising a so mi song on the glockenspiel, with additional ensemble parts, including bass line and simple chord parts Practising a do mi so song on the glockenspiel and untuned percussion, as part of a circuit, including strong beat ostinato, ta-a-a rhythms and melody - Learning a mi so-la song on the glockenspiel, using singing names to reinforce pitches 			

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Su 2 - Exploring Musical Theatre	<ul style="list-style-type: none"> Presented with rhythm name ta-a-a (dotted minim) through a 3/4 metre song using floor spots and hearts on the board Practicing pulse in a 3/4 song through actions Clapping the rhythm and pulse to a musical theatre song, practicing ta and ti-ti rhythms and changing between pulse and rhythm following a visual cue. Chanting a tongue twister rhyme featuring off beat rests, triola triplet rhythms and odd phrase lengths. Performing a ta ti-ti ostinato to a known song Playing and singing a syncopated repeating rhythm as part of a musical theatre song, featuring cross beat crotchets 	<ul style="list-style-type: none"> Singing a call and response song in a minor key (la so do) featuring high do. 	<ul style="list-style-type: none"> Presented with the term diction, and practising through the use of a known song Developing diction through a tongue twister and musical theatre song Singing with increasing accuracy through the use of a more complex musical theatre songs, using simple and 3/4 metre Singing a musical theatre song to a back track Small groups taking turns to perform each line of a song, maintaining a steady tempo as a group Developing inner hearing by placing one word of a song in the thinking voice Playing compound rhythms using drum sticks on floor spots to a known song 	<ul style="list-style-type: none"> Creating a story as an ensemble, child by child, through the use of a drama game Individual children creating a detailed story and presenting this confidently to a partner Using bodies to represent different objects or animals, responding quickly to a leaders instructions Creating a soundscape to a scenario, layer sounds as a class, and following visual cues from the leader Listening and moving to the pulse to a recorded musical theatre song in 3/4 metre Performing an ostinato featuring ta and sh, to a recorded musical theatre song, using instruments Individual children creating actions for the class to a call and response song - one action for each line Creating actions to go with the pulse in a 3/4 metre song Practise devising actions and dance moves in pairs to a musical theatre song and following a leader in changing actions 	<ul style="list-style-type: none"> Experimenting with tempi, dynamics and thinking voice through a tongue twister rhyme Using lyrics expressively through singing a musical theatre song Individuals miming a scene, following the instructions of a 'director', to learn how to use bodies expressively Adding actions to movement to a musical theatre song to develop expressiveness and story telling 	<ul style="list-style-type: none"> Learning about musical theatre directors and their role in musical productions Learning about musical theatre choreographers and the role in performance through video presentation - including key examples Learning about musical director and their role in performances through presentation and discussion



Year 4

Skills Progression Map

Year 4 | Music Skills Progression Map | Sing Education

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Au 1 - World Music	<ul style="list-style-type: none"> Practise using the pulse through the use of partner actions Singing a hello song from East Africa in 6/8 metre Practice the difference between rhythm and pulse by alternating between the two in a song, following a visual signal from the teacher Experience dotted timka rhythms through a traditional Japanese song Exposed to tiki-tiki, ti-tiki and syncopated rhythms through singing a folk song from Jamaica. Singing a song that reinforces ta-a Recognise a ta rhythm pattern through the use of floor spots and a known song Transcribe the rhythm of a song featuring ta, ti-ti and sh, using floor spots and pom poms. Reading and playing rhythm flashcards featuring ta, ti-ti, sh and ta-a 	<ul style="list-style-type: none"> Learning hand signs for songs in a minor key, featuring mi so la, and so la do centred on la, using the board and toneset to present this Practicing do mi interval through a hello song Practicing a song that reinforces do re mi fa pattern Practicing do mi so hand signs and singing names in a more complex so mi do song Recalling a song from the teacher singing this using only the singing names and hand signs. Practicing using the singing name 'fa' and the hand sign through a traditional call and response Caribbean song. Using do mi so toneset. Reinforce these pitches through listening and repeating back the singing names of a known song Singing various songs in a minor key (la so do) also featuring high do. 	<ul style="list-style-type: none"> Playing a call and response drumming activity using drum sticks that include tiki-tiki and ti-tiki rhythms as well as quaver rests (subconsciously) Playing a do re mi so song on the glockenspiel, individually, with one-to-one support, taking turns to play each line in time (Key of D) Learning the response in a traditional Caribbean song that features syncopa-ta and pitch 'do' 	<ul style="list-style-type: none"> Recalling a song from the teacher humming the melody Working together in pairs to do actions various hand actions on the pulse to a welcome song and as part of a circle game Practise creating actions (solo) for the class to a call and response song - one action for each line 	<ul style="list-style-type: none"> Recognising rhythm and melody patterns within a song and where these align, preparing to learn about structure 	<ul style="list-style-type: none"> Sing a welcome song that uses several languages with actions on the pulse Learning traditional folk songs from across the continent of Africa using varying dialects and languages Learning traditional folk songs from Japan using the Japanese language, and learning about Japanese instruments Learning traditional folk songs from the Caribbean

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Au 2 - Glockenspiel 3	<ul style="list-style-type: none"> Using body percussion and instruments on the pulse to a range of new songs Practicing the difference between pulse and rhythm through alternating between stamping and clapping 	<ul style="list-style-type: none"> Being exposed to major 2nd intervals created in a do-re-mi round and recognizing this dissonant clash Practice using the term pitch and highlighting the difference in pitches between the phrases Singing a song that features lines ending on re and do alternately, and practicing pitching these notes Singing a song that includes the full pentatonic, and using the singing names and hand sings, alternately with pulse and thinking voice Recalling a song from the teacher singing this using only the toneset on the board and singing names. Singing back a song using the singing names, from the teacher using the toneset on the board, singing and following with increasing accuracy Using the toneset on the board to practice reading and singing songs including pitches do re mi fa 	<ul style="list-style-type: none"> Responding immediately by stopping when there is a rhythmic aural cue. Developing inner hearing through the use of thinking voice in a known song Playing a do re mi song on the glockenspiel with increasing accuracy and playing this is a round Playing a song that emphasised the do mi interval (major 3rd) Playing a song that has phrases ending on re and do alternately, and playing these back with increasing accuracy Playing a song that uses do-re-mi-fa pitches reading the toneset on the board whilst playing - Exposed to playing a song that uses the full pentatonic scale, lead by the teacher in a call and response manor. 			

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Sp 1 - Reading Music	<ul style="list-style-type: none"> Focusing on the key word of 'pulse' Tapping the pulse on the hearts of the board in a 2/4 metre song Demonstrating understanding of the pulse through passing a beanbag around the circle on the pulse Focusing on the key word of 'rhythm' Learning the technical language to be able to describe rhythm Alternate between clapping the rhythm and stamping the pulse whilst moving around the room - later doing these simultaneously Notice moments in songs where the rhythm and pulse are the same e.g. ta Clap and play the rhythm of a song featuring syncopa Using human score to work out the rhythm of a ta ti-ti song, playing and transcribing this Reading, playing, clapping and saying 4-beat rhythm patterns featuring ta, ti-ti, sh and ta-a with increasing accuracy as a solo and in groups. - the in sequence without gaps in between patterns Memorizing 4 bar rhythm phrases 	<ul style="list-style-type: none"> Being presented with a one line and a two-line staff, with and without clef symbol Noticing the difference of pitch at the end of a song - higher -so and lower - do through use of thinking voice Singing a song where actions align with the pitches of the song Recognizing singing names used across known songs Recognising so, la and mi pitches in a new song and being able to recognize which of these pitches the teacher has stopped on in a game Using human score to work out the pitches of a so mi song Reading pitches and rhythms of a so-mi and so-mi-la song on a one and then two line staff Following the shape of the pitches (high and low) in a song using the full pentatonic scale, using the singing names and hand signs Singing a song in a minor key using the full pentatonic toneset Singing a song with do-re-mi-fa-so toneset that emphasises this 5 note pattern up and down 	<ul style="list-style-type: none"> Putting certain words in a song or rhyme into the thinking voice while singing or passing a prop to the pulse Playing a call and response drumming activity using drum sticks that include tiki-tiki and ti-tiki rhythms as well as quaver rests (subconsciously) Playing 2 note chords in a minor key along to a folk song - Playing a syncopated ostinato on the glockenspiel using la and so (letter name D and C) 	<ul style="list-style-type: none"> Creating new words for an existing response as a solo in a passing game and song 		

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Sp 2 - Making Music 3	<ul style="list-style-type: none"> Playing a selection of 4-beat rhythm flashcards as ostinati whilst singing a known song, using percussion Focusing on the key term 'singing names' and learning technical language to describe this 	<ul style="list-style-type: none"> Singing a do-mi-so song with actions that follow the pitch on the body Focusing on the key word of 'pitch' through a variety of activities Focusing on the key term 'singing names' and learning technical language to describe this Developing understand of the relationship of pitches fa and mi and identifying the closeness of pitch Recognising a known so-mi song from a one line stave Using the toneset on the board to practice reading and singing a do-mi-so song Recalling a known song from the teacher using the toneset on the board or the singing names on their own, singing and following with increasing accuracy 	<ul style="list-style-type: none"> Develop inner hearing by putting certain word of a song into the thinking voice to highlight different pentatonic pitches 	<ul style="list-style-type: none"> Using a defined repeating phrase structure, taken from a known song, to improvise a rhythm piece, in a small group <ul style="list-style-type: none"> Singing a song with complex actions and movement, in pairs in 2 concentric circles 	<ul style="list-style-type: none"> Presented with the term structure - the way a piece of music is built up Working out the phrase structure of a known rhyme or song, labelling each as A or B - both rhythmically and melodically, noticing where these are the same and different <ul style="list-style-type: none"> Singing a pentatonic song, splitting alternate lines between two groups, to discover the ABAC structure 	

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Su 1 – Painting with Sound	<ul style="list-style-type: none"> Singing a new song with ostinato on percussion featuring ta and ti-ti Experiencing ta, ti-ti and ta-a through different walking motions 	<ul style="list-style-type: none"> Singing a folk song that reinforces do-mi-so-la pattern and mi-re-do Recalling a known do-re-mi-so song, from the teacher singing in sing names, and dictating the singing names that were used in the song to create a toneset on the board Singing a known song, to develop children's understand of and practice rhythm, rhythm names and singing names 	<ul style="list-style-type: none"> Practice playing own 4-beat rhythm, simultaneously, both in canon, and exploring playing the rhythms without a pulse - in free time - Singing songs in thinking voice, showing hand signs 	<ul style="list-style-type: none"> Create a soundscape to a scenario, layer sounds as a class, using voice, instruments and known rhythm patterns - following visual cues from the leader Using the toneset from a known song (do-mi-so) to improvise a piece of music in groups following a visual lead Create new lyrics to fit into an existing song and melody Practise reacting to musical phrases played by the teacher, showing both rhythm and pitch simultaneously - Reacting to live music, listening for 1, 2 or more lines played at the same time, and responding accordingly Practise increasing awareness of tempo, pulse and phrases through movement to live music with increasing complexity in different metres Improvising movement and creating a visual display of what is heard Listen to, move to and discuss various pieces of recorded music, imagining the narrative to the pieces, including orchestral, programmatic, incidental and pop rock music. 	<ul style="list-style-type: none"> Developing a soundscape further using terraced dynamics Using hands, arms and scarfs to show musical sentence or phrases 	<ul style="list-style-type: none"> Listen to and discussing the rhythms of Gamelan music, how rhythms and pulse can be combines with rhythms that do not fit to a pulse to create an atmospheric moods

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Su 2 - The Elements of Music	<ul style="list-style-type: none"> Focusing on the key word of 'pulse' through a variety of activities Learning rhymes and songs featuring tiki-tiki, using thinking voices and actions that follow the rhythm, preparing to learn about this rhythm name - Noticing moments in songs where the rhythm and pulse are the same e.g. ta - Developing a known rhyme into a 2 or 3 part round using percussion - Focusing on the term 'rhythm' and becoming increasing confident at describing this - Working out the rhythm of the response to a new song using floor spots and pompoms - Learning a song featuring both simple time and 3/4 time and developing their understanding of metre through use of floor spots - Children presented with key term 'metre' and exploring through song Reading a selection of 4-beat rhythms from a rhythm clock on the board - playing and clapping these rhythms with increasing confidence 	<ul style="list-style-type: none"> Focusing on the key word of 'pitch' through a variety of activities Learning a call and response song with actions <ul style="list-style-type: none"> Singing the singing names with hand signs, to a pentatonic song, with increasing confidence and accuracy Sing a call and response song featuring low so. Recalling a song through reading the rhythm solfa on the board <ul style="list-style-type: none"> Develop their understanding of the stave, using a one line stave to learn about playing in different key signatures 	<ul style="list-style-type: none"> Singing a traditional Ghanaian song with a circle game that includes passing drums sticks <ul style="list-style-type: none"> Learning a tongue twister with clapping on specific words, clapping on off beat and syncopated rhythms, also using thinking voice Children taking turns at singing the call in a call and response song 		<ul style="list-style-type: none"> Children choosing the tempo or dynamic for a song and leading the class 	



Year 5

Skills Progression Map

Year 5 | Music Skills Progression Map | Sing Education

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Au 1 – Glockenspiel 4	<ul style="list-style-type: none"> Practicing pulse vs. rhythm in known songs and rhymes, with increasing accuracy Singing songs featuring titiki and synropa 	<ul style="list-style-type: none"> Singing a song that reinforces the correct pitching of so la interval 	<ul style="list-style-type: none"> Working together to perform more complex actions to rhymes and songs, including passing drumsticks on the pulse, and performing rhythms and actions according to the phrase Practise a so mi song on the glockenspiel, with additional ensemble parts, including untuned percussion, bass line and simple chord parts - all with increasing accuracy Learning and performing two differing responses to a call in a song, featuring full pentatonic, and performing in pairs Playing tonic drone in a minor key on the glockenspiel 			<ul style="list-style-type: none"> Learning folk songs from the USA and Japan

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Au 2 - Percussion and Rhythm 1	<ul style="list-style-type: none"> Presented with the idea of time signatures including compound time Presented with rhythm pattern syncopa. Presented with the concept of bar lines in stave notation, working out bar line positions to known melodies Presented with and playing flashcards in multiple time signatures Step the pulse whilst identifying and clapping the rhythm to a newly learnt song Use pom poms on floor spots to transcribe the rhythm of a phrase Recognise the strong beat in a variety of songs Read flashcards that feature rhythms from known songs, playing these songs individually and as a class Reading a selection of 4-beat rhythms from a rhythm clock with increasing accuracy, using instruments, speaking and thinking voice. Identify and find rhythms that the teacher has played Reinforce 2/4, 3/4, 4/4 and 6/8 metre by playing a passing and counting game 	<ul style="list-style-type: none"> Singing a song that uses the full pentatonic scale, using actions that follow the pitch, singing names and moving the starting pitch to experience different keys. Recognise the singing names for a song and use these straight away 	<ul style="list-style-type: none"> Practise playing tonic pedal on the glockenspiel to a 6/8 metre song, in small groups 	<ul style="list-style-type: none"> Listening for a signal rhythm and stopping, as part of a game Recognizing the difference between compound and simple time and showing through movement Create 4-beat action routines, to fit to a 4/4 metre song 		

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Sp 1 - Exploring Classical Music 1	<ul style="list-style-type: none"> Presented with tiki-tiki rhythm through known song using floor spots and pom poms and recognizing this a recorded piece Present titiki rhythm through a singing game and using pom poms to show the rhythm Presented with ta-iti (dotted crotchet, quaver) rhythm through known song Presented with concept of and 'up beat' (anacrusis) through hearts on the board and floor spots Children helping to transcribe the rhythms of sections of recorded pieces, on the whiteboard using heartbeats and floor spots Developing understanding of tiki-tiki through use of human score 		<ul style="list-style-type: none"> Learning more complex glockenspiel parts, accompanied by un-tuned percussion and movement to a record piece Learning to play the opening section of a piece using un-tuned percussion through call and response, rhythm names and rhythm symbols on the board. Playing this along to the track Learning phrases from a classical piece on the glockenspiel, with each line divided between 4 groups - playing these in turn to build the piece 	<ul style="list-style-type: none"> Recognizing and demonstrating an understanding of the form of a classical piece, through changing movements and actions on different sections Recognizing and working out rhythm names of an ostinato in a recorded piece, and playing this along 	<ul style="list-style-type: none"> Using hands, arms and scarfs to show musical sentence or phrases 	<ul style="list-style-type: none"> Exploring 3 orchestral piece - 'Radetzky March', 'The Good, the Bad and the Ugly' and 'Hoedown' and exploring different melodic and rhythmic elements through ensemble work

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Sp 2 – Exploring Musical Notation	<ul style="list-style-type: none"> Using bodies, instruments and props to gain an in depth understanding of the rhythm of a known song Playing a selection of 4-beat rhythm flashcards as ostinati whilst singing a known song, using percussion Focusing on key term 'rhythm names' and building language to discuss and describe this. Working out a ta-iti rhythm from a known song using floor spots Transcribing the rhythm of known songs with increasing speed and accuracy Playing rhythm flashcards solo, as part of a 4 child cycle of rhythms with increasing complex rhythms, including new rhythms tiki-tiki and syncopa Memorising 4 bar phrases of flashcards 	<ul style="list-style-type: none"> Focusing on the key term 'singing names' and developing the language around explaining this Recognizing singing name pitches and remembering known songs that these singing names are used in Naming the singing names used in a do-re-mi-fa-so song and showing hand signs Reading a known song from a one and then a two line stave, without a clef and with. Singing back from a toneset on the board with increasing accuracy Building knowledge of stave notation through translating singing names and toneset onto a stave, as a class 	<ul style="list-style-type: none"> Singing a known song in a two or three part round, starting canon after one beat 	<ul style="list-style-type: none"> Using a defined repeating phrase structure, taken from a known song, to improvise a rhythm piece, in a small group 	<ul style="list-style-type: none"> Working out the structure of a known rhyme by working out the rhythm names using floor spots Demonstrating knowledge of rhythm structures by exploring the rhythm structure and melodic structure of a known song, taking turns to play each phrase on percussion or glockenspiels. Focusing on the key term 'structure' and further developing language to describe and discuss this Comparing rhythm and melody structure of known songs, and notice and describe differences Using hands, arms and scarfs to discuss and deepen the understanding of musical sentence or phrases 	

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Su 1 - Exploring Pop Music 1	<ul style="list-style-type: none"> • Pulse vs. rhythm with increasing accuracy, working as a group to play rhythm at the same time as stamping the pulse • Discovering and exploring 'offbeat' through a known song and stick passing game, and using clicking on the offbeat as an accompaniment to a blues style song • Recognising and understanding syncopa rhythms with increasing confidence, through a known song. Transcribing and exploring the use of syncopa in popular music 	<ul style="list-style-type: none"> • Singing a song with a melody that is based on the blues scale (including flat 3rd and 7th degrees) and performing as a round 	<ul style="list-style-type: none"> • Learning about various pop instruments - acoustic and electric guitar, bass guitar, drums, brass and lead/backing singers as used in pop music, through video presentations and discussion • Playing a minor melody (G minor) featuring la-so-mi on the glockenspiel, as a response in a call and response song, as a group and solo as part of a game. • Playing a bass line (do fa so / I IV V) and a dominant pedal along to a popular song, featuring syncopa-a rhythm on the glockenspiel in two or three groups 			<ul style="list-style-type: none"> • Exploring 2 pieces of popular music from different era's - Twist and Shout (Beatles) and Reach (S Club 7). • Exploring rhythmic and melodic devices used, through playing along to the track, ensemble work and discussion.

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Su 2 – Music Around the World 2	<ul style="list-style-type: none"> Presented with timki rhythm name Learning ostinatos featuring ta, ta-a, titi and tiki-tiki and using body percussion and glockenspiels Playing a body percussion rhythm part featuring titi against a sung melody featuring syncopa Playing a rhythmic accompaniment in two parts featuring syncopa to a song Practicing tiki-tiki rhythm names. 	<ul style="list-style-type: none"> Recognising hand signs to a full pentatonic song and singing the song using the hand signs and singing names Using a human score to notate the pitches of a so mi do song Singing two American folk songs as partner songs and then as a round with increasing complexity and accuracy including body percussion actions Singing a traditional Hawaiian song in a two or three part round that creates a major second interval Singing a song in a minor key that features la ti do re and mi 	<ul style="list-style-type: none"> Singing a song in a minor key featuring three part counterpoint using actions to show the rhythm and the pulse Playing multiple glockenspiel, percussion and body percussion parts to a song as an ensemble featuring off beat rhythms Working together as a class to sing and play partner songs with actions with increasing complexity and accuracy in a circle game Playing an ostinato using a two note chord on the glockenspiel whilst singing a known song Playing accompaniment parts to a known song 			<ul style="list-style-type: none"> Learning songs from around the world including USA, Israel, Hawaii, Ghana, Kenya, New Zealand and other parts of Polynesia Learning a Polynesian folk Song (Maori) and learning about traditional Raku sticks that would be used



Year 6

Skills Progression Map

Year 6 | Music Skills Progression Map | Sing Education

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Au 1 – Glockenspiel 5	<ul style="list-style-type: none"> Singing a song Practicing a known song featuring both 2/4 and 3/4 time and developing their understanding of metre through actions Recognising three different rhythm patterns within a song using body percussion, sign language and instruments Recognising syncopa and shh rhythms from a known song and playing this on the glockenspiel Reading and playing 4-beat rhythm flashcards, with increasingly complex rhythms of, ta, titi, tiki-tiki, titiki and sh both in small groups and individually 	<ul style="list-style-type: none"> Showing solfa hand signs with increasing accuracy to a so-mi-do song featuring more complex dotted rhythms and a fast moving melody 	<ul style="list-style-type: none"> Singing a known song with singing names and rhythm names, with increasing accuracy Playing a Japanese drum stick activity, featuring tiki-tiki, titiki and tiki-ti rhythms with increasing confidence and musical expression, a group Playing a minor song on the glockenspiel featuring high do, as a call a response activity Noticing the AABA structure of known song and playing it in pairs and in two groups according to the structure Playing a do-mi-so song featuring dotted rhythms on the glockenspiel Playing full pentatonic song on the glockenspiel with increasing fluency 		<ul style="list-style-type: none"> Further developing an understanding of structure through singing and playing (glockenspiel) known songs, with groups singing each phrase, to identify and highlight the structure, e.g. ABAC. 	<ul style="list-style-type: none"> Discovering music from Japan, Africa and the Caribbean through learning them on the glockenspiel

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Au 2 - Percussion and Rhythm 2	<ul style="list-style-type: none"> Presented with 6/8 metre flash cards and reading these rhythms using substitute words for the patterns titi-ti, ta-ti and ta. Learn about 6/8 time, Focusing on pulse within a 6/8 metre song with actions Demonstrate knowledge of rhythm vs pulse by performing with a partner Develop understanding of the difference between simple and compound time, by comparing the pulse of new songs Counting odd metre bars as part of a chanting activity Identifying a known song by hearing the rhythm only, recognise points where pulse and rhythm are the same Reading rhythm flashcards featuring; syncopa, and multiple time signatures (3/4, 6/8, 2/4 and 4/4) with increasing fluency, memorising and saying the rhythm Memorising and performing a 4 bar, 4/4 rhythm on percussion Playing a rhythm cycle together in a group of 8, with one 4-beat rhythm each 		<ul style="list-style-type: none"> Learning a rhyme in 6/8 metre Performing a 6/8 metre rhyme as a class ensemble using un-tuned percussion with parts on; the pulse, rhythm, strong beat and a long sustained note Responding to a leader (first a teacher and then a child) by playing immediately when given a musical signal 	<ul style="list-style-type: none"> Composing 4 and 8-beat patterns, using a human score, with each children creating one beat of the pattern Improvising a spoken response, using creative language, in a 6/8 metre song and rhyme. Recognising the difference between multiple time signature and showing through movement 		

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Sp 1 - Exploring Classical Music 2	<ul style="list-style-type: none"> Playing syncopa ostinato to a known song 	<ul style="list-style-type: none"> Presented with an orchestral score, and identifying rhythms that they already know. Then reading a simplified score, featuring ta titi rhythms and syncopa-ta. 	<ul style="list-style-type: none"> Singing a song focussing on the rhythm tiki-tiki with children tapping this Revisiting an activity from last year, learning more complex glockenspiel parts, accompanied by un-tuned percussion and movement to a record piece, with increasing fluency Children, in turn, clapping and playing one of three patterns around the circle, along to a recorded piece Playing as an ensemble, with various parts; strong beats on glockenspiels, featuring do-re-fa-la at different moments throughout the piece, reflecting the harmony Learning phrases from a classical piece on the glockenspiel, with each line divided between 4 groups - playing these in turn to build the piece, playing with increasing fluency 			<ul style="list-style-type: none"> Learning about the Juba Dance from West Africa, and the percussive rhythms and body movements that influence Price's symphony Revisiting 'The Good, the Bad and the Ugly' and 'Hoedown' from ECM1 and exploring 2 new orchestral pieces - 'Symphony No. 1 in E minor' (Price) and 'Doctor Who Theme' (Derbyshire) exploring different melodic and rhythmic elements through ensemble work.

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Sp 2 - Composition	<ul style="list-style-type: none"> Listening for and recognising specific 4 beat rhythms played amongst others as part of a game Practising the difference between ta titi and tiki-tiki rhythms using actions and body percussion Practising ta-a-a Practising ta, titi and ta-a through different walking motions Using rhythm notation to compose rhythm pieces Reading, saying and playing flashcards of increasing complexity along to a recorded percussion loop 	<ul style="list-style-type: none"> Quickly recognising the tone set of a known song Recognising different pitch 'heights' through use of actions that follow the pitches of a pentatonic song Using a so mi do tone set to practise reading pitches at different heights on a stave Using rhythm solfa to notate group compositions and performing from this notation Learning a song in a pentatonic minor scale with a more complex melody and wider vocal range Practising a tongue twister with clapping on specific words, clapping on off beat and syncopated rhythms, also using thinking voice Singing in two parts. Singing a single pitch ostinato part accompanying a song melody 	<ul style="list-style-type: none"> Practise performing own compositions as part of a group to the rest of the class Using a djembe to accompany a folk song 	<ul style="list-style-type: none"> Creating rhythm compositions by combining 4 beat rhythm patterns and performing in groups Creating melodic compositions using defined tone sets on the glockenspiel Creating as a class a piece of music featuring percussion and glockenspiel and sound effects to represent a different city theme Practising leading the class in a call and response rhythm activity, improvising 4 beat rhythm patterns Listening with attention to detail and developing ability to follow a leader while maintaining a steady pulse Practising the ability to react using different parts of the body to an aural signal 	<ul style="list-style-type: none"> Experience internalising the pulse to recognise structure 	<ul style="list-style-type: none"> Exploring the instrumentation and musical structure of 'Rhapsody in Blue' through use of movement and props Exploring the musical structure and melodic phrasing of 'Russian Dance' by Tchaikovsky using scarves

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Su 1 - Exploring Pop Music 2	 <p>In development for 2021/22</p>					

	Pulse & Rhythm	Pitch & Singing	Voice, Instruments & Ensemble	Listening, Moving & Creating	Inter-related Dimensions of Music	Genres and World Music
Su 2 - Music for Film and TV	<ul style="list-style-type: none"> Singing songs in 6/8 time Learning a song in 12/8 time whilst passing the pulse around the circle Presented with and creating an ostinato in 12/8 time to a recorded piece Learning titiki rhythm through use of a known song and floor spots 	<ul style="list-style-type: none"> Developing aural memory through following a leader and singing assigned pitches as part of an improvisation activity in small groups (Human Glockenspiel) Using hand signs and singing names in a minor song with increasing accuracy Singing a minor song with increasing accuracy 	<ul style="list-style-type: none"> Recreating a TV theme tune as a class playing different parts on Glockenspiels and untuned percussion featuring melody and accompaniment parts Devising underscore music and foley for a film clip as a class Experimenting with layering parts and instruments Practise playing a solo response in a call and response song in a minor key Playing the glockenspiel expressively and with increasing accuracy to accompany a film clip 	<ul style="list-style-type: none"> Composing TV jingle style music using glockenspiels and percussion Creating as a class a piece of music featuring percussion and glockenspiel and sound effects to represent a city theme Creating foley sounds along to an animated clip using tuned and untuned percussion Experiment with adapting a known TV theme by changing elements such as dynamics, musical structure and melodic structure to create different moods Creating new body percussion actions to a known song and performing using 'thinking voice' Improvising underscore music to an animated clip using so mi do toneset Experimenting with sounds and instruments to create different moods Identifying unusual sounds and their origins in an activity exploring foley 	<ul style="list-style-type: none"> Compare the use of dynamics, texture and tempo in two versions of the same TV theme 	<ul style="list-style-type: none"> Learning about the use of music in TV advertising discussing the effective use of melody and rhythm Exploring the evolution of a TV theme tune 'Dr Who' through the ages Exploring the art of foley and its use in film and TV Exploring film music and the differences between underscore and source music