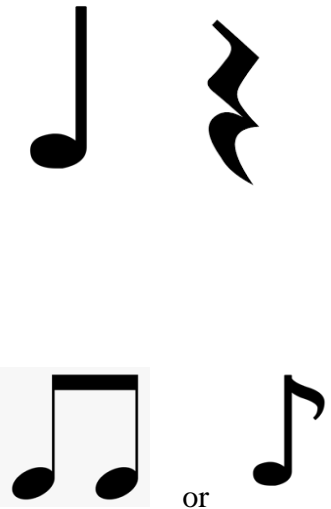




**The Berkeley Academy Music Skills Progression**

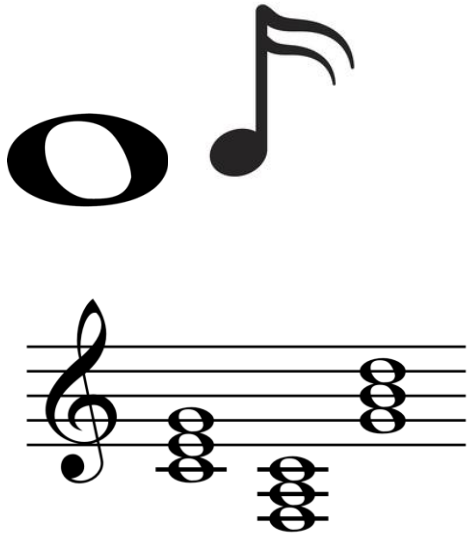
	<b>Singing</b>	<b>Playing</b>	<b>Composition</b>	<b>Improvisation</b>	<b>Notation</b>	<b>Vocabulary</b>
<b>Nursery</b>	<p>Learn simple songs and nursery rhymes.</p> <p>Perform as part of a large group, following a lead.</p>	<p>Start to explore a range of sound makers by shaking, scraping and striking.</p> <p>Play along and follow a lead.</p>	<p>Children are given the opportunity to create their own compositions, following a demonstration.</p>	<p>Perform short, improvised solos, following a demonstration.</p>	<p>Children to see musical notation and to link it to the subject of music.</p>	<p>Start Stop Perform Listen Sing Play</p>
<b>EYFS</b>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</p> <p>Remember and sing entire songs.</p>	<p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen with increased attention to sounds.</p> <p>Children can perform to a small group.</p>	<p>Create their own songs, or improvise a song around one they know.</p>	<p>Perform short, improvised solos.</p>	<p>Children follow the teacher's lead and can follow simple dot notation, where a dot represents a strike.</p> <p>Children to continue to see musical notation and to link it to the subject of music.</p>	<p>Fast Slow High Low Loud Quiet Beat Perform</p>

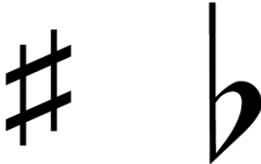
	<b>Singing</b>	<b>Playing</b>	<b>Composition</b>	<b>Improvisation</b>	<b>Notation</b>	<b>Vocabulary</b>
<b>Year 1</b>	<p>Sing simple songs, chants and rhymes.</p> <p>Maintain pitch when singing a wide range of call and response songs.</p> <p>Start to extend the range of songs (mi-so to pentatonic)</p>	<p>Walk, move and clap to beat. React to tempo change.</p> <p>Respond to a pulse using dancing and movement</p> <p>Use body percussion to maintain repeated patterns.</p> <p>Perform and copy patterns led by the teacher.</p> <p>Compare high and low sounds.</p> <p>Play simple 3 note songs using chime bars.</p>	<p>Explore percussion sounds to enhance storytelling.</p> <p>Create and perform their own word pattern chants.</p>	<p>Improvise simple vocal chants using question and answer phases.</p> <p>Create musical sound effects in response to stimuli.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent symbols for their own compositions.</p>	<p>Follow and record pictures and symbols to guide singing and playing. 4 dots = 4 taps on the drum.</p> <p>Use their own symbols to represent scrapes, strikes and shakes in a composition.</p> <div data-bbox="1323 347 1845 440" data-label="Image"> </div> <p>Use gaps to indicate breaks in songs.</p>	<p>Pulse Pitch Tempo Dynamics Pattern Record Composition Strike Shake Scrape Note Beater Notation Material</p>

	Singing	Playing	Composition	Improvisation	Notation	Vocabulary
<b>Year 2</b>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Know the meaning of dynamics and tempo.</p> <p>Sing short phrases independently.</p> <p>Play a range of singing games on the cuckoo interval, accurately matching voices and changes in pitch and dynamics.</p>	<p>Understand that tempo can change, creating a faster or slower pace.</p> <p>Mark the beat by tapping or clapping.</p> <p>Recognise tempo changes.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping remaining beats.</p> <p>Recognise dot notation and match to 3 note tunes played using a chime bar.</p>	<p>Create music in response to non-musical stimulus.</p> <p>Use music technology to capture, change and combine sounds.</p>	<p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion.</p> <p>To create a composition using word phrases and rhythms to create a percussive composition.</p> <p>Play copycat rhythms and create their own rhythm</p>	<p>Use graphic symbols, dot notation, and stick notation to keep track of composed pieces and improvised sections.</p> <p>Learn vocabulary and meaning of crotchet, quavers and crotchet rests.</p> <div style="text-align: center;">  </div>	<p>Crescendo</p> <p>Decrescendo</p> <p>Pause</p> <p>Notes</p> <p>Melody</p> <p>Crotchets</p> <p>Quavers</p> <p>Crotchet rests</p> <p>Percussion</p>

	<b>Singing</b>	<b>Playing</b>	<b>Composition</b>	<b>Improvisation</b>	<b>Notation</b>	<b>Vocabulary</b>
<b>Year 3</b>	<p>Sing a widening range of unison songs of varying styles and structures with expression.</p> <p>Perform forte and piano (loud and soft)</p> <p>Perform actions in time to a range of action songs.</p> <p>Walk, move and clap a steady beat with others and respond to tempo changes.</p> <p>Perform as a choir in school assemblies.</p>	<p>Develop facility in playing tuned percussion or a melodic instrument.</p> <p>Use listening skills to order phrases using dot notation, showing different arrangements of notes.</p> <p>Perform a solo, copying melodic phrases at different speeds; allegro and adagio, fast and slow.</p>	<p>Structure musical ideas to create music that has a beginning, middle and end.</p> <p>Create a composition in response to different stimuli e.g. stories, paintings and photographs.</p> <p>Combine known rhythmic notation with letter names to create phrases using three notes (do, re mi) C-D-E</p>	<p>Invent short 'on-the-spot' responses using a limited note range.</p> <p>Become more skilled in improving using percussion and instruments played as a whole class.</p>	<p>Introduce stave lines, spaces and clef.</p> <p>Use dot notation to show higher and lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Continue to apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> 	<p>Forte</p> <p>Piano</p> <p>Allegro</p> <p>Adagio</p> <p>Stave</p> <p>Clef</p> <p>Rhythm</p> <p>Beat</p> <p>Ostinato</p> <p>Crotchet</p> <p>Quaver</p> <p>Notation</p> <p>Texture</p> <p>Grid</p> <p>Accompany</p>

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<b>Year 4</b>	<p>Continue to sing a broad range of unison songs with the range of an octave. Children can get louder and quieter (crescendo/decrescendo).</p> <p>Sing rounds and partner sounds in different time signatures (2,3 and 4 time).</p> <p>Perform in school assemblies</p>	<p>Play and perform melodies following staff notation using a small range.</p> <p>Develop facility in the basic skills of a selected instrument.</p> <p>Copy short melodic phrases using the pentatonic scale.</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases.</p> <p>Arrange notation cards of known note values to create sequences of 2, 3 or 4 beat phrases, arranged in bars.</p> <p>Create compositions to accompany a short film clip.</p> <p>Introduce major and minor chords.</p>	<p>Improvise on a limited range of pitches, making use of smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions based on the overall structure of improvisations.</p>	<p>Introduce and understand the difference between minims, crotchets, quavers and rests.</p> <p>Read and perform pitch notation (e.g C-G)</p> <p>Follow and perform rhythmic scores to a steady beat.</p> 	<p>Time signature</p> <p>Major</p> <p>Minor</p> <p>Chord</p> <p>Minims</p> <p>Legato</p> <p>Staccato</p> <p>Orchestra</p> <p>Concerto</p> <p>Symphony</p> <p>Timbre</p> <p>Cadenza</p> <p>Sitar</p> <p>Ritornello</p> <p>Ensemble</p> <p>Consort</p> <p>Concert master</p> <p>Baton</p>

	Singing	Playing	Composition	Improvisation	Notation	Vocabulary
<b>Year 5</b>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>Sing three-part rounds, partner songs and songs with a verse and chorus.</p> <p>Perform in whole school assemblies.</p>	<p>Play melodies on tuned percussion, following staff notation written on the stave.</p> <p>Understand how triads are formed.</p> <p>Perform a range of repertoire pieces and arrangements.</p>	<p>Working in pairs, compose a short ternary piece.</p> <p>Capture and record ideas using notation, rhythm notation and technology.</p> <p>Use reverb and samples to create a short piece of music which compliments the theme of space.</p>	<p>Improvise solos over a simple groove, responding to the beat.</p> <p>Explore prior learning by including changes in dynamics.</p>	<p>Understand the difference between semibreves, semiquavers, triads and recap prior learning.</p> 	<p>Semibreves</p> <p>Semiquavers</p> <p>Triads</p> <p>Mezzo forte</p> <p>Mezzo piano</p> <p>Sampling</p> <p>Electronic</p> <p>Reverb</p> <p>Reverse</p> <p>Chromatic</p> <p>Diatonic</p> <p>Chord</p> <p>Tone Cluster</p> <p>Dissonant</p> <p>Loop</p>

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<b>Year 6</b>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should observe pitch accuracy and appropriate style.</p> <p>Continue to sing three and now four-part rounds and experiment with positioning singers randomly within a group.</p> <p>Perform as part of a choir in school assemblies and performance opportunities in front of a wider audience.</p>	<p>Play a melody using staff notation written on one stave within an octave range (do-do).</p> <p>Accompany a melody using. Block chords or a bass line using keyboards or an online keyboard.</p> <p>Engage with others through ensemble playing with pupils taking on different roles.</p> <p>Perform as part of a band or orchestra to an audience.</p>	<p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale.</p> <p>Compose a piece of pop music which has multiple sections, including verses, chorus and bridge.</p> <p>In groups, write lyrics to accompany either their piece of music or a pre-made instrumental piece of music.</p>	<p>Extend and refine improvisation skills through working in small groups to create a piece of music with multiple sections.</p>	<p>Recap over prior learning to understand the differences between different musical notation symbols.</p> <p>Identify and understand sharp and flat notes.</p> <div style="text-align: center;">  </div> <p>Read and play from notation, a four-bar phrase, correctly identifying note names and durations.</p>	<p>Sharp</p> <p>Flat</p> <p>Semitone</p> <p>Octave</p> <p>Lyrics</p> <p>Hook</p> <p>Chorus</p> <p>Intro</p> <p>Verse</p> <p>Outro</p> <p>Bridge</p>