













All Years

# Skills Progression Map (simplified)

# Music Skills Progression Map | Simplified - All Years | Sing Education

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pulse &amp; Rhythm</b>	<b>Pulse:</b> heartbeat of the music <b>Rhythm:</b> pattern of the words Simple titi ta ostinato	Using simple notation in hearts 4 beat rhythm flashcards <b>Strong beat</b> Playing rhythms in 2 part canon	4 beat rhythm flashcards Playing 6/8 pulse Transcribe rhythms using ta and titi Pulse in a 3/4 song	One line and a two-line stave, with and without clef symbol Learn technical language to describe rhythm Key term <b>Metre</b>	<b>Upbeat</b> (anacrusis) and <b>Offbeat</b> Time signatures including compound time, Concept of bar lines in stave notation, Flashcards in multiple time signatures	6/8 metre flashcards, Ostinato in 12/8 time to a recorded piece Singing a song that changes between 2/4 and 3/4 time Identifying rhythms from an orchestral score
Ta 		✓	✓	✓	✓	✓
Titi 		✓	✓	✓	✓	✓
Sh 		✓	✓ using thinking voice instead of sh	✓	✓	✓
Ta-a 			✓	✓	✓	✓
Ta-a-a 			✓	✓	✓	✓
Syncopa 					✓	✓
Tiki-tiki 					✓	✓
Titiki 					✓	✓
Ta-iti 					✓	✓
Timki 					✓	✓

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pitch &amp; Singing</b>	<b>Pitch:</b> How high or low a note is	Leading a song and choosing a starting pitch	Reading singing names from toneset	Songs in minor keys using full pentatonic scale Singing different interval - 3rd, major 2nd Learning technical language to describe pitch	Singing melody based on blues scale (including flat 3rd and 7th degrees) Moving the starting pitch to experience different keys	Notating group compositions using rhythm solfa Developing aural memory
Ti (subtonic)						
La (submediant)		✓	✓	✓	✓	✓
So (dominant)	✓	✓	✓	✓	✓	✓
Fa (subdominant)			✓	✓	✓	✓
Mi (mediant)	✓	✓	✓	✓	✓	✓
Re (supertonic)			Singing name only	✓	✓	✓
Do (tonic)			✓	✓	✓	✓
<b>Voice, Instruments &amp; Ensemble</b>	Singing in thinking voice Single notes on the Glockenspiel on the pulse Solo singing	Correct beater grip, Key glockenspiel ensemble skills - turn taking, stopping and starting, following leader signal, Glockenspiel as an instrument - it's sound and technique	Key term <b>Diction</b> Singing in 2 or 3 part round Using instruments on the pulse while singing	Playing do, re, mi song on the glockenspiel Playing 2 note chords	Tonic drone in a minor song Playing a piece with many ensemble parts including a bass line, simple chords and percussion Learning about multiple pop instruments	Layering parts and instruments Performing own compositions to the class Playing song featuring the full pentatonic scale on the glockenspiel



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening, Moving &amp; Creating</b>	Experiencing music and musical concepts through movement e.g. pulse Improvising singular words and actions	Moving to experience awareness of phrasing	Improvising in a 6/8 song on a glockenspiel Moving to music with syncopated rhythms Creating a soundscape	Using a repeating phrase structure to improvise a rhythm piece	Understanding of the form of a classical piece	Improvising and composing melodic and rhythmic pieces using different instruments. Experiment with known songs by changing musical elements to create different moods
<b>Inter-related Dimensions of Music</b>	Language to describe changes and differences in dynamics and pitch - louder, quieter, higher, lower	<b>Dynamics:</b> how loud or soft <b>Tempo:</b> how fast or slow	Breaking down a song into its phrases Recognising musical structures (verse, chorus)	<b>Structure:</b> the way piece of music is built up Label structure by both rhythm and melody Using terraced dynamics	Developing language to describe structure Recognising the difference between compound and simple time	Compare the use of dynamics, texture and tempo Internalise the pulse to recognise structure
<b>Genres and World Music</b>	<b>World Music</b> - Australia, Polynesia, Scotland, India, New Zealand	<b>World Music</b> - England, Hawaii, Japan, Denmark	<b>World Music</b> - Caribbean, Ireland, USA, Ghana Listening to <b>jazz</b> and <b>blues</b> songs <b>Musical Theatre</b> - Flash Bang Wallop - Half a Sixpence, Supercalifragilistic - Mary Poppins, Oom Pah Pah - Oliver, We're All Made of Stars - Finding Neverland	<b>World Music</b> - continental Africa, Japan, Caribbean, Ghana, Gamelan music (rhythms that do not fit the pulse) Listening to genres including <b>orchestral</b> , <b>programmatic</b> , <b>incidental</b> and <b>pop rock</b> .	<b>World Music</b> - USA, Japan, Israel, Hawaii, Ghana, Kenya, New Zealand, Polynesia <b>Classical</b> - Radetzky March by Strauss, The Good, the Bad and the Ugly by Morricone, Hoedown by Copeland <b>Pop</b> - Twist and Shout by the Beatles, Reach by S Club 7	<b>World Music</b> - Japan, Africa, Caribbean, West Africa (Juba dance) <b>Classical</b> - Dr Who Theme by Delia Derbyshire, Symphony No 1 E minor (3rd mvt) by Florence Price, The Good, the Bad and the Ugly by Morricone, Hoedown by Copeland <b>Pop</b> - Twist and Shout by the Beatles, Reach by S Club 7 <b>Film and TV</b> - advert music, foley, underscore and source music