



Drybrook School Progression of Skills: Music

Year Group	Key Learning Objectives	Key Skills	Critical Listening	Composition and Performance	Vocabulary
Nursery	Exploring sounds and rhythm through play	<ul style="list-style-type: none"> - Explore sound through body percussion and simple instruments. - Introduction to steady beat using clapping, tapping, and shaking instruments. - Engage with sound play using environmental sounds and voice. - Encourage simple response to music through movement and dance. 	<p>'The Wheels on the Bus' (simple beat)</p> <p>'Old MacDonald Had a Farm' (animal sounds)</p>	<ul style="list-style-type: none"> - Imitate sounds using body percussion and simple instruments (drums, tambourines, shakers). - Sing along to nursery rhymes and action songs. - Move to the rhythm of the music through dance. 	Beat, sound, loud, quiet, fast, slow, clap, tap, shake, sing, listen, rhythm, song, dance
Reception	Developing a sense of rhythm, pitch, and simple melodies	<ul style="list-style-type: none"> - Understand the difference between loud and soft sounds. - Identify fast and slow tempos in music. - Explore simple pitch (high and low notes) using voice and classroom instruments. - Perform basic rhythms using body percussion and instruments. 	<p>'Twinkle Twinkle Little Star' (simple melody)</p> <p>'Five Little Monkeys' (rhythmic patterns)</p>	<ul style="list-style-type: none"> - Perform basic rhythmic patterns using instruments such as tambourines or maracas. - Sing simple songs with a focus on pitch (high/low). - Engage in call and response singing and simple movement. 	Pitch, high, low, loud, quiet, fast, slow, beat, rhythm, sing, clap, tap, shake, tambourine, maracas
Year 1	Introduction to rhythm, melody, and dynamics	<ul style="list-style-type: none"> - Recognise and clap simple rhythms. - Introduction to melody through singing simple tunes. 	<p>'Incy Wincy Spider' (simple melody)</p> <p>'Head, Shoulders, Knees,</p>	<ul style="list-style-type: none"> - Perform simple rhythmic patterns using instruments like drums and bells. 	Melody, beat, rhythm, loud, soft, fast, slow, sing, dynamics,

		<ul style="list-style-type: none"> - Explore dynamics (loud/soft, fast/slow) and how they change the mood of music. - Experiment with percussion instruments to accompany simple songs. 	and Toes' (action and movement)	<ul style="list-style-type: none"> - Sing familiar songs in tune with a focus on dynamics. - Explore different instruments and how they change the sound of a performance. 	instrument, percussion, drum, bells
Year 2	Introduction to basic rhythms, pitch, melody, and dynamics	<ul style="list-style-type: none"> - Identify and create basic rhythms using body percussion (clapping, stamping). - Recognise and play simple melodies on classroom instruments (xylophones). - Explore basic dynamics (loud/soft, crescendo/decrescendo). - Introduction to different instruments and their sounds. 	<p>'Clap Your Hands' by They Might Be Giants (simple rhythm)</p> <p>'Hot Cross Buns' (simple melody)</p> <p>'Symphony No. 40' by Mozart (dynamics)</p>	<ul style="list-style-type: none"> - Perform rhythmic patterns using body percussion. - Compose simple rhythmic patterns using Chrome Music Lab. - Perform basic melodies on instruments such as xylophones. 	Rhythm, beat, melody, pitch, dynamics, soft, loud, crescendo, decrescendo, percussion, xylophone, body percussion, melody, instrument
Year 3	Expanding rhythmic, melodic, and harmonic skills	<ul style="list-style-type: none"> - Understand and create more complex rhythms using body percussion and simple instruments. - Introduction to simple harmony and chords (using keyboards and xylophones). - Explore different dynamics and how they affect performance. 	<p>'We Will Rock You' by Queen (rhythmic beat)</p> <p>'Row Row Row Your Boat' (round/harmony)</p> <p>'The Blue Danube' by Johann Strauss (dynamic variations)</p>	<ul style="list-style-type: none"> - Compose and perform group rhythmic pieces. - Create simple harmonic structures using Chrome Music Lab. - Perform using dynamics in group performances. 	Rhythm, beat, harmony, chord, melody, dynamics, tempo, forte, piano, harmony, round, crescendo, decrescendo
Year 4	Exploring scales, harmony, and music from different cultures	<ul style="list-style-type: none"> - Develop understanding of scales (major and minor) and how they form melodies. - Introduction to more complex harmonies (rounds and basic chords). 	<p>'Twinkle Twinkle Little Star' (melodic scales)</p> <p>'Waka Waka' by Shakira (African rhythms)</p> <p>'Carnival of the Animals'</p>	<ul style="list-style-type: none"> - Perform melodies using xylophones, keyboards, and recorders. - Compose rhythmic and melodic patterns inspired by world 	Scale, major, minor, harmony, rhythm, melody, dynamics, tempo, world music, cultural rhythms, chord, round,

		<ul style="list-style-type: none"> - Explore world music, focusing on cultural influences and rhythms. 	<p>by Saint-Saëns (instrument families)</p>	<p>music.</p> <ul style="list-style-type: none"> - Perform in groups focusing on different cultural styles. 	<p>musical families, crescendo</p>
Year 5	<p>Developing complex rhythms, scales, and exploring emotions in music</p>	<ul style="list-style-type: none"> - Create complex rhythmic patterns using different time signatures (3/4 and 4/4). - Study major and minor scales and how they affect melodies. - Introduction to emotional expression in music through dynamics and articulation. 	<p>'Waltz of the Flowers' by Tchaikovsky (3/4 time signature) 'A Whole New World' from Aladdin (melodic structure) 'In the Hall of the Mountain King' by Grieg (emotional portrayal)</p>	<ul style="list-style-type: none"> - Compose complex rhythmic patterns in Chrome Music Lab. - Perform melodies and harmonies, exploring emotional expression through dynamics. - Use different articulations (staccato/legato) in performances. 	<p>Rhythm, time signature, 3/4, 4/4, staccato, legato, scale, major, minor, articulation, melody, harmony, emotion, dynamics, crescendo, decrescendo</p>
Year 6	<p>Mastering syncopation, counterpoint, and exploring music technology</p>	<ul style="list-style-type: none"> - Understand and create syncopated rhythms. - Explore counterpoint and how melodies interact harmonically. - Use digital tools (Chrome Music Lab and synthesizers) for composing modern music. - Study film music and how it enhances storytelling. 	<p>'Take Five' by Dave Brubeck (syncopation) 'Canon in D' by Pachelbel (counterpoint) 'Star Wars Main Theme' by John Williams (film score)</p>	<ul style="list-style-type: none"> - Compose syncopated rhythmic patterns. - Create counterpoint melodies using Chrome Music Lab. - Perform compositions using both digital and live instruments. - Compose a piece that could accompany a film or story. 	<p>Syncopation, counterpoint, harmony, melody, dynamics, articulation, crescendo, decrescendo, film score, digital composition, synthesizer, theme, leitmotif, staccato, legato</p>