

Progression for musicianship across the primary school

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using different voices (including singing, thinking and speaking)	Using different voices (including singing, thinking and speaking)	Using different voices (including singing, thinking and speaking)	Using different voices (including singing, thinking and speaking)	Using different voices (including singing, thinking and speaking)	Using different voices (including singing, thinking and speaking)	Using different voices (including singing, thinking and speaking)
Showing the beat of the music through actions to songs and rhymes.	Showing the beat of the music through actions to songs and rhymes.	Showing the beat of the music through actions to songs and rhymes.	Showing the beat of the music through actions to songs and rhymes.	Showing the beat of the music through actions to songs and rhymes.	Showing the beat of the music through actions to songs and rhymes.	Showing the beat of the music through actions to songs and rhymes.
Transferring the beat of the music from actions to songs and rhymes to an untuned percussion instrument (e.g. claves or drum).	Transferring the beat of the music from actions to songs and rhymes to an untuned percussion instrument (e.g. claves or drum).	Transferring the beat of the music from actions to songs and rhymes to an untuned percussion instrument (e.g. claves or drum).	Transferring the beat of the music from actions to songs and rhymes to an untuned percussion instrument (e.g. claves or drum).	Transferring the beat of the music from actions to songs and rhymes to an untuned percussion instrument (e.g. claves or drum).	Transferring the beat of the music from actions to songs and rhymes to an untuned percussion instrument (e.g. claves or drum).	Transferring the beat of the music from actions to songs and rhymes to an untuned percussion instrument (e.g. claves or drum).
Showing the beat through walking.	Showing the beat through walking.	Showing the beat through walking.	Showing the beat through walking.	Showing the beat through walking.	Showing the beat through walking.	Showing the beat through walking.
Singing solos within simple songs e.g. Hey Hey or Copy Cat	Singing solos within simple songs e.g. Hey Hey or Copy Cat	Singing solos within simple songs e.g. Hey Hey or Copy Cat	Singing solos within simple songs e.g. Hey Hey or Copy Cat	Singing solos within simple songs e.g. Hey Hey or Copy Cat	Singing solos within simple songs e.g. Hey Hey or Copy Cat	Singing solos within simple songs e.g. Hey Hey or Copy Cat
	Explore simple rhythms with copy rhythm activities e.g. 'don't clap this one back'	Explore simple rhythms with copy rhythm activities e.g. 'don't clap this one back'	Explore simple rhythms with copy rhythm activities e.g. 'don't clap this one back'	Explore simple rhythms with copy rhythm activities e.g. 'don't clap this one back'	Explore simple rhythms with copy rhythm activities e.g. 'don't clap this one back'	Explore simple rhythms with copy rhythm activities e.g. 'don't clap this one back'
	Show the words of a song or rhyme through actions to match the syllables.	Show the words of a song or rhyme through actions to match the syllables.	Show the words of a song or rhyme through actions to match the syllables.	Show the words of a song or rhyme through actions to match the syllables.	Show the words of a song or rhyme through actions to match the syllables.	Show the words of a song or rhyme through actions to match the syllables.

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		Prepare children for pitch awareness through actions and movement matching the shape of the song.	Prepare children for pitch awareness through actions and movement matching the shape of the song.	Prepare children for pitch awareness through actions and movement matching the shape of the song.	Prepare children for pitch awareness through actions and movement matching the shape of the song.	Prepare children for pitch awareness through actions and movement matching the shape of the song.
		Identify the difference between the steady beat and rhythm (syllables).	Identify the difference between the steady beat and rhythm (syllables).	Identify the difference between the steady beat and rhythm (syllables).	Identify the difference between the steady beat and rhythm (syllables).	Identify the difference between the steady beat and rhythm (syllables).
		Use hoops or mats to show beats and fit rhythms onto them. Start of notation.	Use hoops or mats to show beats and fit rhythms onto them. Start of notation.	Use hoops or mats to show beats and fit rhythms onto them. Start of notation.	Use hoops or mats to show beats and fit rhythms onto them. Start of notation.	Use hoops or mats to show beats and fit rhythms onto them. Start of notation.
		Show rhythms of known songs through stick notation.	Show rhythms of known songs through stick notation.	Show rhythms of known songs through stick notation.	Show rhythms of known songs through stick notation.	Show rhythms of known songs through stick notation.
		Use stick notation to compose and perform own pieces on percussion instruments.	Use stick notation to compose and perform own pieces on percussion instruments.	Use stick notation to compose and perform own pieces on percussion instruments.	Use stick notation to compose and perform own pieces on percussion instruments.	Use stick notation to compose and perform own pieces on percussion instruments.
			Identify the pitches within a known song as 'high or low' Starting with the two pitches so and mi.	Identify the pitches within a known song as 'high or low' Starting with the two pitches so and mi.	Identify the pitches within a known song as 'high or low' Starting with the two pitches so and mi.	Identify the pitches within a known song as 'high or low' Starting with the two pitches so and mi.
			Use simple tuned percussion such as chime bars or boomwhackers to perform these songs.	Use simple tuned percussion such as chime bars or boomwhackers to perform these songs.	Use simple tuned percussion such as chime bars or boomwhackers to perform these songs.	Use simple tuned percussion such as chime bars or boomwhackers to perform these songs.

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			Develop hoop/spots beat and rhythm activity to include standing or sitting for high and low.	Develop hoop/spots beat and rhythm activity to include standing or sitting for high and low.	Develop hoop/spots beat and rhythm activity to include standing or sitting for high and low.	Develop hoop/spots beat and rhythm activity to include standing or sitting for high and low.
			Explore composition with stick notation and high and low.	Explore composition with stick notation and high and low.	Explore composition with stick notation and high and low.	Explore composition with stick notation and high and low.
			Identify high as 'so' and low as 'mi' and learn hand signs.	Identify high as 'so' and low as 'mi' and learn hand signs.	Identify high as 'so' and low as 'mi' and learn hand signs.	Identify high as 'so' and low as 'mi' and learn hand signs.
			Use a two line stave to show so and mi	Use a two line stave to show so and mi	Use a two line stave to show so and mi	Use a two line stave to show so and mi
			Notate and sing/play known so - mi songs.	Notate and sing/play known so - mi songs.	Notate and sing/play known so - mi songs.	Notate and sing/play known so - mi songs.
			Identify other rhythms such as rests and semiquavers	Identify other rhythms such as rests and semiquavers	Identify other rhythms such as rests and semiquavers	Identify other rhythms such as rests and semiquavers
				Introduce a third pitch 'la' which is now the highest pitch through known songs e.g. Apple Tree	Introduce a third pitch 'la' which is now the highest pitch through known songs e.g. Apple Tree	Introduce a third pitch 'la' which is now the highest pitch through known songs e.g. Apple Tree
				Explore the possibilities and songs known within these three pitches (la so and mi)	Explore the possibilities and songs known within these three pitches (la so and mi)	Explore the possibilities and songs known within these three pitches (la so and mi)

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				Show la on the stave and play the three notes on tuned percussion or other instruments.	Show la on the stave and play the three notes on tuned percussion or other instruments.	Show la on the stave and play the three notes on tuned percussion or other instruments.
				Introduce mi re and do through known songs.	Introduce mi re and do through known songs.	
				Notate and explain the spacing of these notes on the stave	Notate and explain the spacing of these notes on the stave	
				play on instruments - could link to wider opportunities sessions	play on instruments - could link to wider opportunities sessions	
				Look at placement of so mi re do on the stave and how many lines we need.	Look at placement of so mi re do on the stave and how many lines we need.	
						explore pentatonic songs through la so mi re do on the stave and through instruments as well as singing.
						link to a traditional stave.