



## Progression of Skills: Music

### **Mixed-Age & 2-Year Cycle Design**

Progression is organised through a set of clearly defined golden threads that run consistently across the school. These threads reflect the core strands of the National Curriculum for Music and are informed by the *Sing Up* Music framework, ensuring a balanced focus on singing and playing, improvising and composing, and listening and appraising. Skills are revisited regularly and developed with increasing control, understanding and independence.

Music is organised into a 2-year rolling cycle (Cycle 1 and Cycle 2). This ensures:

- Coverage without repetition
- Clear progression in skills and knowledge
- Consistency across mixed-age classes

The Music Long-Term Plan ensures that all golden threads are revisited and developed across both Cycle 1 and Cycle 2. Units are carefully sequenced so that pupils revisit key skills regularly, deepening understanding, control and independence over time.

This approach ensures that pupils build secure musical foundations in the early years and progressively deepen their technical skill, musical vocabulary and cultural understanding over time.

### **Curriculum Threads (Golden Strands)**

Progression is planned through six consistent strands, revisited across both cycles, key stages and EYFS:

- Singing & Vocal Development
- Rhythm, Pulse & Tempo
- Playing Instruments
- Composition & Improvisation
- Listening & Appraising
- Musical Vocabulary & Cultural Understanding

These strands ensure curriculum coherence, enabling pupils to connect learning across time.

## Skills Progression Sequence

### Singing & Vocal Development

Phase	
<b>EYFS</b>	Explore voice freely; sing simple songs; respond to pitch through actions.
<b>KS1 (Y1/2)</b>	Sing simple songs accurately; match pitch in call-and-response songs.
<b>Lower KS2 (Y3/4)</b>	Sing with increasing accuracy and control; sing in parts and rounds.
<b>Upper KS2 (Y5/6)</b>	Sing expressively with confidence; sing in harmony and with stylistic awareness.

### Rhythm, Pulse & Tempo

Phase	
<b>EYFS</b>	Develop a sense of beat through movement and percussion.
<b>KS1</b>	Keep a steady pulse; perform simple rhythmic patterns.
<b>Lower KS2</b>	Understand and perform notated rhythms; recognise tempo changes.
<b>Upper KS2</b>	Maintain complex rhythms; perform confidently within an ensemble.

### Playing Instruments

Phase	
<b>EYFS</b>	Explore tuned and untuned percussion; play with control.
<b>KS1</b>	Play simple patterns on tuned and untuned instruments.
<b>Lower KS2</b>	Play melodies and accompaniments on tuned instruments accurately. NB: Year 3 learn ukulele in weekly lessons for one term with Good Vibes Music Academy
<b>Upper KS2</b>	Play parts independently; contribute confidently to ensemble performances.

### Composition & Improvisation

Phase	
<b>EYFS</b>	Create sound stories; improvise using voices and instruments.
<b>KS1</b>	Create short rhythmic and melodic ideas.
<b>Lower KS2</b>	Compose structured pieces using pentatonic scales and notation.
<b>Upper KS2</b>	Compose, improvise and refine original pieces with independence.

### Listening & Appraising

Phase	
<b>EYFS</b>	Respond to music through movement and talk; begin to use musical language.
<b>KS1</b>	Recognise musical features such as tempo, dynamics and pitch.
<b>Lower KS2</b>	Analyse music using appropriate vocabulary; recognise structure and style.
<b>Upper KS2</b>	Evaluate music critically; compare genres, cultures and historical contexts.

### Musical Vocabulary & Cultural Understanding

Phase	
<b>EYFS</b>	Begin to use simple musical terms; experience a range of music.
<b>KS1</b>	Use basic vocabulary to describe music; explore different styles.
<b>Lower KS2</b>	Use accurate musical language; explore music from different cultures.
<b>Upper KS2</b>	Apply precise vocabulary; understand social, cultural and historical contexts of music.

### Assessment & Impact

Progress is evidenced through singing and instrumental performance, composition outcomes, listening responses, use of musical vocabulary and increasing independence. Pupils demonstrate clear cumulative progression across each golden thread, ensuring strong preparation for secondary music education.