



Music

Years 1- 6

Music Progression

Knowledge/ Skills

The aim of this document is to provide a framework for the progression of musical skills for primary pupils from Year 1 to Year 6 in order to develop increasingly high standards of musical knowledge, understanding and skill. There is a separate skills framework for EYFS, which is linked to Musical Development Matters.

The plan for each year group focuses on a set of skills to be developed over the year. The skills have been divided into four key areas:

- **Singing** – Singing should be at the heart of the music curriculum and children should have regular opportunities to sing together in large and small groups and individually e.g. within the class music lesson, in assembly, at transition times etc.
- **Listening** – Listening to music is fundamental to musical understanding and helps pupils understand how music is constructed and the impact it can have on the listener. Pupils should have regular opportunities for listening and responding to music (including listening to music they have produced themselves, live music performances and carefully chosen recordings that reflect a wide range of cultures, times and places.) Such listening should then support children’s composing and performing.
- **Composing** - Pupils should have opportunities to be creative and imaginative and to compose and make choices about their own music. Composition and improvisation activities allow pupils to use and develop the musicianship skills they have been taught and encourage collaborative work.
- **Musicianship & Performing** - Singing and playing a range of tuned and untuned percussion instruments should be at the heart of the music curriculum and pupils should have regular opportunities to perform musically (both *formally* e.g. a class performance for parents and *informally* e.g. for their peers within a lesson.) Pupils should be taught the fundamental musical techniques of controlling **pulse/beat, rhythm and pitch**. As well as learning by ear, children should learn to use both invented symbols (graphic notation) and standard musical notation when singing, playing and composing. Musical notation exists to support musical learning and so learning musical notation should be done to support music-making.

These key areas should not be taught separately but in a connected way e.g. listening gives ideas for composing or understanding of pitch taught through singing. Pupils should be ‘doing music’ as much as possible.

The activities chosen to develop these skills will depend on the children’s previous knowledge and experience and what is relevant to them. Children will also experience whole class ensemble tuition (also known as First Access or Wider Opportunities). Our aim is to secure a consistent and progressive development of skills underpinning a diverse range of musical activities and opportunities. As a result, it will be possible to identify and build on the musical progress, which pupils make over time.

Knowledge/ Skills – SINGING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Use voices to sing songs, chants and rhymes. To find their singing voice	Recognise graduation of pitch. (La-so-mi) Respond to the overall shape of melodies.	Begin to sing with clear diction and distinguish between steps and repeats in melodies.	Sing with clear diction and pitch and distinguish between steps ,leaps and repeats in melodies	Singing songs with control - using the voice expressively.	Singing songs with control - using the voice expressively and communicating an awareness of style.
<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. • Sing so-mi songs and singing games with accurate pitch matching. • Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Explore using the voice expressively and creatively. • Distinguish between and develop control of diction when speaking, chanting & singing songs. • Begin to internalise short melodic phrases. • Begin to use the 'thinking' voice. 	<ul style="list-style-type: none"> • Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. • Sing la-so-mi songs and singing games with accurate pitch matching. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. • Explore using the voice expressively and creatively. • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Sing short phrases independently within a singing game or short song responding to the shape of the melody with some accuracy. 	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Perform actions and body percussion confidently and in time to a range of action songs • Experience singing canons, simple rounds and other partner songs maintaining accuracy of pitch. • Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow) 	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Encourage accuracy of pitch in singing songs with a wider pitch range and greater intervals of pitch. • Sing canons, rounds and other partner songs with increased control. • Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato,legato) 	<ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together. • Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato,legato) 	<ul style="list-style-type: none"> • Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing, phrasing, and communicating an awareness of style. • Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together. • Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato,legato)

Knowledge/ Skills – LISTENING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listen and recall short patterns of sounds.	Listen and recall short rhythmic/melodic patterns.	Listen, identify and recall simple rhythmic and melodic patterns using instruments.	Identify, internalise and recall rhythmic ostinatos and melodic patterns.	Identify, internalise and recall more complex melodies and rhythms.	Identify, internalise and recall more complex melodies and rhythms.
<ul style="list-style-type: none"> • Listen to a range of recorded and live music express own opinion about the music. • Recognise and respond to changes in dynamics, tempo and timbre. • Name some common hand-held percussion instruments and recognise their sounds aurally. 	<ul style="list-style-type: none"> • Listen with greater concentration to a range of recorded and live music and express own opinion about the music • Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. • Name an increasing number of hand-held percussion instruments and recognise their sounds. 	<ul style="list-style-type: none"> • Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. •Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. 	<ul style="list-style-type: none"> • Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. •Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • When listening to music, recognise the difference between major and minor. 	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. •Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. •Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline 	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.

Knowledge/ Skills – COMPOSING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Create musical patterns. Explore, choose and organise sounds.	Create musical patterns. Explore, choose and organise sounds.	Improvise and create rhythmic and melodic ideas.	Improvise and create rhythmic and melodic ideas.	Explore, choose and organise musical ideas within musical structures.	Explore, choose and organise musical ideas within musical structures.
<p>Improvise</p> <ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. <p>Compose</p> <ul style="list-style-type: none"> • Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling. • Explore and understand the difference between creating a rhythm pattern and a pitch pattern. • Begin to create rhythms using words and phrases as a starting point. 	<p>Improvise</p> <ul style="list-style-type: none"> • Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation. <p>Compose</p> <ul style="list-style-type: none"> • Create music as a response to a stimulus e.g. a rocket launching, a rockpool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions. • Create rhythms using words and phrases as a starting point. • Use graphic symbols, dot notation and stick 	<p>Improvise</p> <ul style="list-style-type: none"> • Improvise (using voices and instruments), inventing short 'on-the-spot' responses using a given note-range (where appropriate). <p>Compose</p> <ul style="list-style-type: none"> • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. 	<p>Improvise</p> <ul style="list-style-type: none"> • Become more skilled in improvising on a given note range (using voice and instruments). • Use improvisations within more structured composition work. <p>Compose</p> <ul style="list-style-type: none"> • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. 	<p>Improvise</p> <ul style="list-style-type: none"> • Improvise freely, (e.g. over a drone or a simple groove), responding to the beat, developing a sense of shape and character, (using voice, body percussion, tuned percussion and melodic instruments). <p>Compose</p> <ul style="list-style-type: none"> • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Plan and compose an 8 beat melodic phrase using the pentatonic scale (e.g. C D E G A) and incorporate rhythmic variety and interest. Play this melody on tuned 	<p>Improvise</p> <ul style="list-style-type: none"> • Continue to improvise freely over a drone or simple groove, responding to the beat, developing a sense of shape and character (using tuned percussion and melodic instruments). Extend and improvised melody beyond 8 beats. <p>Compose</p> <ul style="list-style-type: none"> • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Further explore the difference between major and minor by using a 5 note set starting on C (major) and D (minor); compose simple question and answer phrases using the note

<ul style="list-style-type: none"> • Recognise how graphic notation can represent created sounds and explore and invent own symbols. • Use music technology (where available) to capture, change and combine sounds. 	<p>notation, as appropriate, to keep a record of compositions.</p> <ul style="list-style-type: none"> • Use music technology (where available) to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Explore and develop using Music Technology (where available) to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases. • Combine known rhythmic notation with letter names to create short phrases using a limited range of pitches appropriate to the instrument. • Explore and develop using Music Technology (where available) to capture, change and combine sounds. • Make improvements to own work, giving reasons for changes made. 	<p>percussion and/or melodic instruments.</p> <ul style="list-style-type: none"> • Combine short compositions to create a class piece, exploring different structures e.g. ternary (ABA), rondo (ABACAD etc.) • Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set. • Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to own work, giving reasons for changes using appropriate musical vocabulary. 	<p>set and play on tuned percussion and/or melodic instruments.</p> <ul style="list-style-type: none"> • Compose a ternary piece (ABA) where other instruments are available.e.g.keyboards explore major and minor in different keys. • Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to own work, giving reasons for changes using appropriate musical vocabulary.
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Knowledge/ Skills – MUSICANSHIP & PERFORMING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Recognise and respond to steady beat in music heard. Recognise long and short sound patterns.	Recognise and respond to steady beat in music heard and performed.	Consolidate understanding of steady beat. Begin to understand 2 3 and 4 metre. Play/read simple rhythmic patterns	Consolidate understanding of 2, 3 and 4 metre. Read and play read simple rhythmic notation.	Understand more complex rhythmic patterns. Begin to understand more complex metres including 6/8.	Begin to understand irregular rhythmic groupings (fives, sevens)and metres including 6/8.
<p>Pulse/Beat</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Maintain a steady beat on tuned/untuned percussion instruments <p>Rhythm</p> <ul style="list-style-type: none"> • Copy short rhythm patterns led by the teacher using body percussion and instruments. • Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat. 	<p>Pulse/Beat</p> <ul style="list-style-type: none"> • Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music. <p>Rhythm</p> <ul style="list-style-type: none"> • Begin to identify the difference between pulse and rhythm. • Copy a simple rhythm on a percussion instrument. • Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use rhythm names (walk/jogging). • Read and play rhythm patterns represented as stick notation including crotchets, paired quavers and crotchet rests. 	<p>Pulse & Rhythm</p> <ul style="list-style-type: none"> • Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.) • Understand the difference between pulse and rhythm. • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.) • Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs. 	<p>Pulse & Rhythm</p> <ul style="list-style-type: none"> • Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride) • Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing. • Create ,improvise and use simple rhythm patterns (ostinato) in songs and pieces of music with confidence 	<p>Pulse and Rhythm</p> <ul style="list-style-type: none"> • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. • Maintain a steady beat whilst playing, including tempo /dynamic changes & silences. •Begin to identify the strong beat and play in 4 and 3 time. 	<p>Pulse and Rhythm</p> <ul style="list-style-type: none"> • Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. • Internalise the pulse throughout a longer/more complex piece of music. •Identify the strong beat and play in 4 and 3 time.

Knowledge/ Skills – MUSICANSHIP & PERFORMING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Distinguish between high and low sounds.	Recognise graduation of pitch (la-so-mi)	Begin to distinguish between steps and repeats in melodies	Distinguish between steps , leaps and repeats in melodies.	Begin to recognise and identify different scale patterns: major/minor/pentatonic.	Recognise and identify different scale patterns: major/minor/pentatonic.
<p>Pitch</p> <ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Respond physically to high and low sounds. • Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars). 	<p>Pitch</p> <ul style="list-style-type: none"> • Respond to and identify high and low sounds independently when listening to a piece of music. • Begin to recognise the link between shape and pitch in graphic notations. • Recognise dot notation and match it to 2 or 3 note phrases and tunes played on tuned percussion or sung. 	<p>Pitch</p> <ul style="list-style-type: none"> • Play simple melodic patterns using a small number of notes, following dot notation. • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes. 	<p>Pitch</p> <ul style="list-style-type: none"> • Play and perform simple melodies using a small range of notes, beginning to follow staff notation. • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, partner songs. • Copy short melodic phrases using a small number of notes, recognising pitch changes by ear. 	<p>Pitch</p> <ul style="list-style-type: none"> • Play melodies on tuned percussion or melodic instruments, following staff notation with increasing control. • Understand how chords are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. • Increase the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. 	<p>Pitch</p> <ul style="list-style-type: none"> • Play melodies on tuned percussion or melodic instruments, following staff notation with control. • Accompany melodies, using block chords using tuned percussion or melodic instruments, or using music software. • Further increase the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Knowledge/ Skills – MUSICANSHIP & PERFORMING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Know that sounds can be described using given invented signs and symbols.	Know that sounds can be described using given invented signs and symbols.	Begin to use standard notation.	Begin to use standard notation	Use standard notation to represent sounds heard.	Use standard notation to represent sounds heard.
<p>Reading Notation</p> <ul style="list-style-type: none"> • Follow graphic notations and symbols when playing and performing. 	<p>Reading Notation</p> <ul style="list-style-type: none"> • Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing. 	<p>Reading Notation</p> <ul style="list-style-type: none"> • Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Use dot notation to show higher or lower pitch with greater confidence. 	<p>Reading notation</p> <ul style="list-style-type: none"> • Recognise the symbols for minims, crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. • Introduce the stave, lines and spaces and clef. 	<p>Reading Notation</p> <ul style="list-style-type: none"> • Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Follow pitch notation on the stave within a defined range appropriate to the instrument being played. 	<p>Reading Notation</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate. • Further understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play confidently from rhythm flashcards and rhythmic scores that contain known rhythms / notes. • Further increase skills to read and perform pitch notation within an octave.

Knowledge/ Skills – MUSICANSHIP & PERFORMING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Rehearse and perform to other groups and classes.	Rehearse and perform to an 'outside' audience.	Rehearse and present performance, showing awareness of their own part to others.	Rehearse and present performance, commenting on how intentions have been achieved.
		<p>Performing</p> <ul style="list-style-type: none"> • Rehearse and perform with others, beginning to show an awareness of the audience. 	<p>Performing</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. 	<p>Performing</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member 	<p>Performing</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member.

MUSICAL VOCABULARY

Key vocabulary for all pupils is the inter-related dimensions of music and their meaning:

Pitch	How high or low a note sounds
Duration	The length of the notes – long or short
Dynamics	The volume of the music – loud or quiet
Tempo	The speed of the music – fast or slow
Timbre	The sound quality of an instrument
Texture	Layers of sound
Structure	The musical plan – beginning, middle and end






KEY STAGE 1 – Years 1 & 2

General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Instrument Listen Song Sound Voice Chant Create Record Play	High Low	Beat/ Pulse Rhythm Walk Jogging Rest Thinking voice Long Short	Loud Getting louder Quiet Getting quieter Silent	Slow Getting slower Fast Getting faster	Percussion Tuned Untuned Spiky Smooth	Together	Repeat Call/answer	Graphic symbols Stick notation Walk Jogging Rest Z Dot notation

In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g. Drum, Triangle, Claves, Woodblock, Chime bars, Guiro, Maracas

Pupils in Years 3 and 4 should continue to use Key Stage 1 vocabulary, and build upon it with:




LOWER KEY STAGE 2 – Year 3 & 4

General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style Lyrics	Scale Note stave	Metre bar ostinato Stride	Piano p (quiet) Forte f (loud) Crescendo (getting louder) Decrescendo (getting quieter)	Accelerando (getting faster) Rallentando (getting slower)	Brass Woodwind Strings	Round Canon Part	Motif Verse Chorus	Crotchet = WALK  Quavers = JOGGING  Minim = STRIDE  Rest = SSH  Treble Clef 

In addition, as well as learning the names of the instrument families, pupils should be able to name an increasing number of musical instruments e.g. Guitar, Piano, Ukulele, Recorder, Violin, Trumpet etc

Pupils in Years 5 and 6 should continue to use Key Stage 1 and Lower Key Stage 2 vocabulary, and build upon it with:

UPPER KEY STAGE 2 – Year 5 & 6

General (as for LKS2)	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style	Pentatonic Major Minor Harmony	Running faster Ski	pp - Pianissimo (very quiet) mp - Mezzo piano (moderately quiet) ff - Fortissimo (very loud) mf – Mezzo forte (moderately loud)	Allegro (fast) Adagio (slow)	Legato (smooth) Staccato (spiky)	Chord Ensemble Solo Duet Sample	Melody Accompaniment	Semi- Quaver = RUNNING QUICKLY  Semibreve = SKI  Dotted Minim = 

In addition, pupils should be able to name an increasingly wide range of musical instruments e.g. Flute, Cello, Trombone, Xylophone, etc.