



Music Progression of skills and knowledge

LISTEN AND APPRAISE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen to songs and join in with class discussions on what we like about songs.</p>	<p>To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p>	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs.</p> <p>To choose one song and be able to talk about: Its lyrics; what the song is about; any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song</p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music</p>	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about: style indicators, lyrics and musical style.</p> <p>Identify the main sections of song (chorus, verse etc.)</p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Talk about the music and how it makes them feel.</p>	<p>As Y5, plus:</p> <p>Name some of the instruments used in the songs; The historical context of the songs. What else was going on at this time, musically and historically?; Know and talk about that fact that we each have a musical identity</p> <p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.</p>



Progression of skills and knowledge

GAMES

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Play clapping and rhythm games and be able to clap back short rhythms.</p> <p>To choose an animal on Charanga and be able to copy their movements keeping the pulse.</p> <p>To join in with instrument games including volume and rhythm.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Find the pulse. Choose an animal and find the pulse.</p> <p>Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>Create rhythms for others to copy.</p> <p>Listen and sing back. Use voices to copy back using 'la', whilst marching to the steady beat.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Find the pulse.</p> <p>Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p>Create rhythms for others to copy.</p> <p>Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p> <p>Clap and say back rhythms.</p> <p>Create your own simple rhythm patterns.</p> <p>Copy back with instruments, without then with notation.</p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to <p>Clap and say back rhythms.</p> <p>Copy back with instruments, without then with notation.</p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Find the pulse.</p> <p>Lead the class by inventing rhythms for them to copy back.</p> <p>Copy back three-note riffs by ear and with notation.</p> <p>Question and answer using three different notes.</p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Find the pulse.</p> <p>Lead the class by inventing rhythms for them to copy back.</p> <p>Copy back three-note riffs by ear and with notation.</p> <p>Question and answer using three different notes.</p>



Progression of skills and knowledge

SINGING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To join in singing well known songs and nursery rhymes. To join in singing in small groups.</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>To re-join the song if lost.</p> <p>To listen to the group when singing.</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p>



Progression of skills and knowledge

INSTRUMENTS

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To play percussion instruments carefully.</p> <p>To learn the name of some basic percussion instruments and how to play them properly.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p> <p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p> <p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To know and be able to talk about:</p> <p>The instruments used in class (a glockenspiel, percussion)</p> <p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. <p>To treat instruments carefully and with respect.</p> <p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>



Progression of skills and knowledge

IMPROVISATION AND COMPOSITION

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Clap and Improvise – Listen and clap back, then listen and clap answer (rhythms of words).</p> <p>Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.</p> <p>Know that composing is like writing a story with music. Everyone can compose.</p> <p>Help to create a simple melody using one, two or three notes</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Composing is like writing a story with music. Everyone can compose. Listen and clap back, then listen and clap your own answer.</p> <p>Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Composing is like writing a story with music. Everyone can compose. Listen and clap back, then listen and clap your own answer.</p> <p>Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake. <p>Listen and copy back using instruments, two different notes. Take it in turns to improvise using three different notes.</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) <p>Help to create, play, perform, record and discuss melodies.</p>	<p>To know and be able to talk about improvisation: (as Y3, plus:)</p> <ul style="list-style-type: none"> To know that you can use some of the riffs you have heard in the Challenges in your improvisations <p>Listen and copy back using instruments, two different notes</p> <p>Using instruments, listen and play own answer using two different notes.</p> <p>Take it in turns to improvise using three different notes.</p> <p>To know and be able to talk about (as Y4):</p> <p>H between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Help to create, play, perform, record and discuss melodies.</p> <p>Reflect on compositions using musical language.</p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians <p>Improvise using 3 notes with the style of Bossa Nova.</p> <p>To know and be able to talk about: pulse, rhythm and pitch, tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians <p>Improvise using 3 notes with the style of Bossa Nova and Swing.</p> <p>To know and be able to talk about: pulse, rhythm and pitch, tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</p>



Progression of skills and knowledge				PERFORMANCE		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing in front of the class as part of a pair or small group.</p>	<p>A performance is sharing music with other people, called an audience.</p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>A performance is sharing music with an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends.</p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music <p>To choose what to perform, to communicate the meaning of the words and clearly articulate them, to talk about the best place to be when performing and how to stand or sit, to record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music <p>As Y3, plus: present a musical performance designed to capture the audience.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music <p>As Y3/4, plus:</p> <p>To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music <p>As Y3/4, plus:</p> <p>To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>