

## Skills Progression - Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening &amp; Appraising</b>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<p><b>MUSIC PROJECT</b></p> <ul style="list-style-type: none"> <li>Pupils will have developed an awareness and understanding of the key elements of music and its related vocabulary through playing their instrument and singing (Unit 1)</li> <li>Assemble and demonstrate appropriate care of the instrument (unit 1)</li> <li>Demonstrate good posture and hand position (unit 1)</li> <li>Play at least 3 chords in sequence (unit 2/3/6)</li> <li>Play melodies using tab (unit 2/3/6)</li> </ul>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>Using musical words when talking about music.</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> <li>Talk about the music and how it makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music</li> <li>Use musical words when talking about the songs.</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>Find the pulse</li> <li>Listen to the rhythm and clap back.</li> <li>Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>Create rhythms for others to copy.</li> <li>Listen and sing back. Use your voice to copy back using 'la', whilst marching to the steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>Find the pulse</li> <li>Listen to the rhythm and clap back.</li> <li>Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>Create rhythms for others to copy.</li> <li>Listen and sing back. Use your voice to copy back using 'la', whilst marching to the steady beat.</li> </ul>	<p>Children will complete the following in relation to the main song, using two notes:</p> <ul style="list-style-type: none"> <li>Create own simple rhythm patterns.</li> <li>Begin to lead the class using own simple rhythms.</li> <li>Copy back with instruments, without then with notation.</li> </ul>	<ul style="list-style-type: none"> <li>Show technical ability (unit 2/3)</li> <li>Read and play music notation (unit 3/6)</li> <li>Understand and improve quality of tone (unit 4)</li> <li>Maintain a part in a group piece (unit 4/6)</li> <li>Improvise melodic and rhythmic phrases (unit 5)</li> <li>Compose simple melodies using up to 4 notes (unit 5)</li> </ul>	<p>Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li>Find the pulse</li> <li>Lead the class by inventing rhythms for others to copy back</li> <li>Copy back two-note riffs by ear and with notation</li> <li>Question and answer using two different notes</li> </ul>	<p>Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li>Find the pulse</li> <li>Lead the class by inventing rhythms for others to copy back</li> <li>Copy back two-note riffs by ear and with notation</li> <li>Question and answer using two different notes</li> </ul>

<p><b>Singing</b></p>	<ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about voices singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm).</li> <li>Learn to find a comfortable singing position.</li> <li>Learn to start and stop singing when following a leader</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To have an awareness of the pulse internally when singing.</li> </ul>		<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals</li> <li>To enjoy exploring singing solo.</li> <li>To listen to the group when singing.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being in tune</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To demonstrate a good singing posture</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul>
<p><b>Playing</b></p>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part with the song they perform.</li> <li>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).</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Play the part in time with the steady pulse.</li> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part with the song they perform.</li> <li>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).</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>		<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session.</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session.</li> </ul>
<p><b>Improvising</b></p>	<ul style="list-style-type: none"> <li>Listen and clap back, then listen and clap own answer (rhythms of words)</li> <li>Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.</li> <li>Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and clap back, then listen and clap own answer (rhythms of words)</li> <li>Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.</li> <li>Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will Sing, Play and Listen and copy back using instruments, using two different</li> </ul>		<p>Improvise using instruments in the context of a song to be performed.</p> <ul style="list-style-type: none"> <li>Copy back using instruments. Use the three notes.</li> <li>Question and Answer using instruments. Use three notes in your answer.</li> <li>Improvise using three notes.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using instruments in the context of a song to be performed.</li> <li>Copy back using instruments using 3 notes.</li> <li>Play and Improvise using up to three notes</li> <li>Question and Answer using instruments. Use two notes in your answer. Always start</li> </ul>

			<ul style="list-style-type: none"> <li>notes.</li> <li>Using your instruments, listen and play your own answer using one or two notes.</li> <li>Take it in turns to improvise using two notes.</li> </ul>			<ul style="list-style-type: none"> <li>on a G.</li> <li>Improvisation using up to three notes.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down.</li> </ul>	<ul style="list-style-type: none"> <li>Help create three simple melodies using one, three or five different notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Help create at least one simple melody using three or five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect on the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>		<ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>Choose a song they have learnt and perform it adding own ideas to the performance.</li> <li>Record the performance and say how they were feeling about it</li> </ul>	<ul style="list-style-type: none"> <li>Choose a song they have learnt and perform it adding own ideas to the performance.</li> <li>Record the performance and say how they were feeling about it</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why</li> </ul>		<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</li> </ul>