

Music Progression of Knowledge and Skills

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Unit | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Listen and Appraise | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | ●To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  ●To learn how songs can tell a story or describe an idea | ●To confidently identify and move to the pulse.  ●To think about what the words of a song mean.  ●To take it in turn to discuss how the song makes them feel.  ●Listen carefully and respectfully to other people’s thoughts about the music. | ●To confidently identify and move to the pulse.  ●To talk about the musical dimension s working together in the Unit songs eg. if the song gets louder in the chorus (dynamics).  ●Talk about the music and how it makes them feel.  ●Listen carefully and respectfully to other people’s thoughts about the music.  ●When you talk try to use musical words | ●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.  ●When you talk try to use musical words.  ●To talk about the musical dimensions working together in the Unit songs.  ●Talk about the music and how it makes you feel | ●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. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Unit | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Singing | ●Learn about voices, singing notes of different pitches (high and low).  ●Learn that they can make different types of sounds with their voices –you can rap or say words in rhythm.  ●Learn to start and stop singing when following a leader. | ●Learn about voices singing notes of different pitches (high and low).  ●Learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm)  .●Learn to find a comfortable singing position.  ●Learn to start and stop singing when following a leader | ●To sing in unison and in simple two-parts.  ●To demonstrate a good singing posture.  ●To follow a leader when singing.  ●To enjoy exploring singing solo.  ●To sing with awareness of being ‘in tune’.  ●To have an awareness of the pulse internally when singing | ●To sing in unison and in simple two-parts.  ●To demonstrate a good singing posture. ●To follow a leader when singing.  ●To enjoy exploring singing solo.  ●To sing with awareness of being ‘in tune’.  ●To rejoin the song if lost.  ●To listen to the group when singing. | ●To sing in unison and to sing backing vocals.  ●To enjoy exploring singing solo.  ● To listen to the group when singing.  ●To demonstrate a good singing posture.  ●To follow a leader when singing.  ●To experience rapping and solo singing.  ●To listen to each other and be aware of how you fit into the group.  ●To sing with awareness of being ‘in tune | ●To sing in unison and to sing backing vocals. ●To demonstrate a good singing posture.  ●To follow a leader when singing.  ●To experience rapping and solo singing.  ●To listen to each other and be aware of how you fit into the group.  ●To sing with awareness of being ‘in tune’. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Unit | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Playing | ●Treat instruments carefully and with respect.  ●Play a tuned instrumental part with the song they perform.  ●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)  .●Listen to and follow musical instructions from a leader. | ●Treat instruments carefully and with respect.  ●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).  ●Play the part in time with the steady pulse.  ●Listen to and follow musical instructions from a leader | ●To treat instruments carefully and with respect.  ●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.  ●To rehearse and perform their part within the context of the Unit song.  ●To listen to and follow musical instructions from a leader | ●To treat instruments carefully and with respect.  ●Play anyone, 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.  ●To rehearse and perform their part with in the context of the Unit song.  ●To listen to and follow musical instructions from a leader.  ●To experience leading the playing by making sure everyone plays in the playing section of the song. | ●Play a musical instrument with the correct technique within the context of the Unit song.  ●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.  ●To rehearse and perform their part within the context of the Unit song.  ●To listen to and follow musical instructions from a leader.  ●To lead a rehearsal session | ●Play a musical instrument with the correct technique within the context of the Unit song.  ●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.  ●To rehearse and perform their part within the context of the Unit song.  ●To listen to and follow musical instructions from a leader.  ●To lead a rehearsal session. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Unit | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Composition | ●Help to create a simple melody using one, two or three notes.  ●Learn how the notes of the composition can be written down and changed if necessary. | ●Help create three simple melodies with the Units using one, three or five different notes.  ●Learn how the notes of the composition can be written down and changed if necessary | ●Help create at least one simple melody using one, three or five different notes.  ●Plan and create a section of music that can be performed within the context of the unit song.  ●Talk about how it was created.  ●Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  ●Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) | ●Help create at least one simple melody using one, three or all five different notes.  ●Plan and create a section of music that can be performed within the context of the unit song.  ●Talk about how it was created.  ●Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  ●Record the composition in anyway appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) | ●Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  ●Explain the keynote or home note and the structure of the melody.  ●Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  ●Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) | ●Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ●Explain the keynote or home note and the structure of the melody.  ●Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ●Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Unit | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Performance | ●Choose a song they have learnt from the Scheme and perform it.  ●They can add their ideas to the performance.  ●Record the performance and say how they were feeling about it. | ●Choose a song they have learnt from the Scheme and perform it.  ●They can add their ideas to the performance.  ●Record the performance and say how they were feeling about it | ●To choose what to perform and create a programme.  ●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 | ●To choose what to perform and create a programme.  ●Present a musical performance designed to capture the audience.  ●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 | ●To choose what to perform and create a programme.  ●To communicate the meaning of the words and clearly articulate them.  ●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 “Itwould have been even better if...? | ●To choose what to perform and create a programme.  ●To communicate the meaning of the words and clearly articulate them.  ●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...?” |