



Music Progression of skills and knowledge

| | | Listen and Appraise | Explore and Create (musical activities) | Singing | Share and Perform |
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| Rec Class | Knowledge | To know 20 nursery rhymes off by heart. To know the stories of some nursery rhymes. | To know that we can move with the pulse of the music. To know that words of songs can tell stories and paint pictures. | To sing or rap nursery rhymes and simple song from memory. Songs have sections | A performance is sharing music. |
| | Skills | To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. | Find the pulse of a nursery rhyme. Copy basic rhythm patterns of single words building into short phrases. Explore high and low pitch. Invent a pattern using one pitched note. | To sing along with a pre-recorded song and add actions. To sing along with the backing track. | Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. |
| Year 1 | Knowledge | 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. | To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. | To confidently sing or rap five songs from memory and sing them in unison. | Learn the names of the notes in that instrumental part from memory or when written down. Learn the names of the instruments they are playing. |
| | Skills | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | To find the pulse of a song. Listen to the rhythm and clap back. March to a steady beat. Create rhythms for other to copy. Listen and sing back, whilst marching to a steady beat. | To learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to start and stop singing when following a leader | 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. Listen and follow musical instruction from a leader. |
| Year 2 | Knowledge | To Know 5 songs off by heart. To know some songs have a chorus or a response answer part. | To know that music has a steady pulse like a heartbeat. | To confidently know and sing five songs from memory. To know that unison is when everyone is singing at the same time. | Learn the names of the notes in their instrumental part from memory or when written down. |

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| | | To know that songs have a musical style. | To know that we can create rhythms from words, our names, favorite food color and animals. To know that rhythms are different from the steady pulse. To know that we add high and low sounds (pitch) when we sing and play our instruments. | To know that songs include other ways of using the voice e.g. rapping. To know why we need to warm up our voices. | Know the names of untuned percussion instruments played in class. |
| | Skills | 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 sing or rap nursery rhymes and simple songs from memory. Songs have sections. To sing along with a pre-recorded song and add actions. To sing along with the backing track | Learn about voices singing notes of different pitches high and low. Learn that they can make different types of sounds with their voices. Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. | Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge. Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. |
| Year 3 | Knowledge | 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 to be able to talk about: <ul style="list-style-type: none"> its lyrics musical dimensions EG, texture, dynamics, tempo, rhythm, pitch, the main sections of the song EG, introduction, verse, chorus, name some of the instruments they heard in the song. | To know how to find and demonstrate the pulse. To know the difference between pulse and rhythm. To know how pulse rhythm and pitch work together to create a song. To know that every piece of music has a pulse (steady beat) to know the difference between a musical question and an answer. | To know and to be able to talk about: <ul style="list-style-type: none"> singing in a group can be called the choir leader or conductor a person who the choir or group follow songs can make you feel different things 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. | To know and to be able to talk about the instrument used in class EG a glockenspiel. |

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| | Skills | <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 turns to discuss how the song makes them feel.</p> <p>To listen carefully and respectfully to other people's thoughts about the music.</p> | <p>Clap and say back rhythms create your own simple rhythm pattern.</p> <p>Lead the class in using their simple rhythms.</p> <p>Listen and sing back</p> <p>Copy back with instruments without then with notation.</p> | <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 treat instruments carefully and with respect</p> <p>Play any or all four differentiated parts on a tuned instrument.</p> <p>To rehearse and perform their part within the context of the unit song.</p> <p>To listen to and follow musical instruction from a leader.</p> |
| Year 4 | Knowledge | <p>to choose one song and to be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics) • the lyrics what the song is about • Any musical dimensions and where they are used (Texture, dynamics, tempo, rhythm and pitch). • to name some of the instruments they heard in the song | <p>To know and to be able to talk about rhythm - the long and short patterns over the pulse.</p> <p>To know that pitch is high and low sounds that create melodies.</p> <p>To know musical leadership creating musical ideas for the group to copy or respond to.</p> | <p>As year 3</p> <p>To know how a solo singer makes a thinner texture than a larger group.</p> | <p>To know and to be able to talk about instruments they might play or be played in a band or an orchestra or by their friends.</p> |
| | Skills | <p>To talk about the musical dimensions working together in the songs e.g. dynamics.</p> <p>To listen carefully and respectfully about other people's thoughts about the music.</p> <p>To use musical words when they talk about music</p> | <p>Clap and say back rhythms.</p> <p>Create your own simple rhythm pattern.</p> <p>Lead the class in using their simple rhythms, listen and sing back, copy back with instruments, without then with notation,</p> | <p>As Year 3:</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> | <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> |

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| Year 5 | Knowledge | <p>To know five songs from memory, who sang them or wrote them, when they were written and if possible why, To know the style of the five songs and to name other songs from the unit in those styles.</p> <p>to choose two or three other songs and to be able to talk about some of the style indicators of a song musical characteristics that give the song its style the historical context of the songs what else was going on at this time</p> | <p>To know and to be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p> <p>Musical leadership - creating musical ideas for the group to copy or respond to.</p> | <p>To choose a song and to be able to talk about its main features</p> <ul style="list-style-type: none"> • singing in unison • the solo lead vocal • backing vocals or rapping <p>to know what the song is about and the meaning of the lyrics.</p> <p>To know and explain the importance of warming up your voice.</p> | <p>To know and to be able to talk about the different ways of writing music down EG, staff notation symbols, the notes CDEFGAB and see on the treble staff.</p> <p>To know the instruments they might play or be played in a band orchestra or by their friends.</p> |
| | Skills | <p>To think about the message of the 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>To talk about the musical dimensions working together in the unit songs.</p> | <p>Copy back rhythms based on the words of the main song that includes syncopation/offbeat.</p> <p>Copy back one note riffs using simple and syncopated rhythm patterns.</p> <p>Lead the class by inventing rhythms for others to copy back.</p> <p>Copy back two note riffs by ear and with notation.</p> | <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</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>Play a musical instrument with the correct technique.</p> <p>Select and learn an instrumental part that matches their musical challenge.</p> <p>Rehearse and perform their part within the context of the unit song.</p> <p>To lead a rehearsal session.</p> |
| Year 6 | Knowledge | <p>To know five songs from memory, who sang or wrote them, when they were written and why.</p> <p>To know the style of the songs and to name other songs from the units in those styles.</p> <p>To choose three or four other songs and be able to talk about the style indicators of</p> | <p>As Year 5</p> <p>Musical leadership creating musical ideas for the group to copy or respond to.</p> | <p>To know and to confidently sing 5 songs and their parts from memory and to sing them with the strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience.</p> <p>To choose a song and to be able to talk about singing in unison, the solo lead vocals, backing vocals or rapping.</p> | <p>To know and to be able to talk about different ways of writing music down EG, staff notation symbols, the notes C DEFGAB and C on the treble stave.</p> |

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| | | <p>the song EG, musical characteristics that may give the songs their style, the lyrics, musical dimensions, texture, dynamics, tempo, rhythm, pitch and timbre. To identify the structure of the songs EG introduction, chorus.</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.</p> <p>Talk about the fact that we each have a musical identity.</p> | | | |
| Skills | | <p>To think about the message of the 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 new music and how it makes you feel using musical language to describe the music.</p> | <p>Copy back rhythms based on the words of the main song that includes syncopation/offbeat.</p> <p>Copy back one note riffs using simple and syncopated rhythm patterns.</p> <p>Copy back two note riffs by ear and with notation.</p> | <p>To sing in unison and to sing backing vocals.</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>Play a musical instrument with the correct technique within the context of the unit song.</p> <p>To rehearse and perform their part within the context of the unit songs.</p> <p>To lead a rehearsal session.</p> |