

PROGRESSION OF SKILLS –MUSIC

For the curriculum content & planning please see the **Curriculum Overviews** (Yearly & Half Termly)

	Listen and Appraise	Singing	Playing	Improvisation	Composition	Performance
N						
R	<ul style="list-style-type: none"> Begin to move to music 	<ul style="list-style-type: none"> Start to sing simple songs, nursery rhymes and chants holding a melody line. 	<ul style="list-style-type: none"> Explore and experiment with untuned and body percussion. 		<ul style="list-style-type: none"> Experiment with making sounds (voice and percussion) 	<ul style="list-style-type: none"> Sing a song or nursery rhyme of their choice
Y1	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. Record the performance and say how they were feeling about it.

				<p>answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>		
Y2	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Use the improvisation tracks provided.</p> <p>Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it.

				3. Improvise! – Take it in turns to improvise using one or two notes.		
Y3	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p>Bronze Challenge:</p> <ul style="list-style-type: none"> Copy Back – Listen and sing back Play and Improvise Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. <p>Silver Challenge:</p> <ul style="list-style-type: none"> Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

				<p>and play your own answer using one or two notes.</p> <ul style="list-style-type: none"> • Improvise! – Take it in turns to improvise using one or two notes. <p>Gold Challenge:</p> <ul style="list-style-type: none"> • Copy back- Listen and copy back using instruments, two different notes. • Play and Improvise – Using your instruments, listen and play your own answer using two different notes. • Improvise! Take it in turns to improvise using three different notes. 	<p>symbol (e.g. graphic/pictorial notation).</p>	
Y4	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). 	<ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the 	<p>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>Bronze Challenge:</p> <ul style="list-style-type: none"> • Copy Back – Listen and sing back melodic patterns 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>melody of the song from memory or using notation.</p> <ul style="list-style-type: none"> • To rehearse and perform their part within 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. 	<ul style="list-style-type: none"> • Play and Improvise – Using instruments, listen and play your own answer using one note. • Improvise! – Take it in turns to improvise using one note <p>Silver Challenge:</p> <ul style="list-style-type: none"> • Copy back Listen and copy back using instruments, using two different notes. • Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. • Improvise! – Take it in turns to improvise using one or two notes. 	<p>the context of the unit song.</p> <ul style="list-style-type: none"> • 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). 	<p>words and clearly articulate them.</p> <ul style="list-style-type: none"> • 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>Gold Challenge: Copy back using , two different notes. improvise – Using your , listen and play your using two different</p> <p>– Take it in turns to sing three different</p>		
Y5	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<p>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>Bronze:</p> <ul style="list-style-type: none"> Copy back using instruments. Use one note. <p>Silver:</p> <ul style="list-style-type: none"> Copy back using instruments. Use the two notes. <p>Gold:</p> <ul style="list-style-type: none"> Copy back using instruments. Use the three notes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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...?”

	<ul style="list-style-type: none"> • Talk about the music and how it makes you feel. 	<p>how you fit into the group.</p> <ul style="list-style-type: none"> • To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. 	<p>Play and Improvise You will be using up to three notes:</p> <p>Bronze:</p> <ul style="list-style-type: none"> • Question and Answer using instruments. Use one note in your answer. <p>Silver: Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Gold:</p> <ul style="list-style-type: none"> • Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>Bronze:</p> <ul style="list-style-type: none"> • Improvise using one note. <p>Silver: Improvise using two notes.</p>	<ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	
--	---	---	---	--	--	--

				<p>Gold:</p> <ul style="list-style-type: none"> • Improvise using three notes. <p>Classroom Jazz 2:</p> <ul style="list-style-type: none"> • Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) 		
Y6	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <p>Bronze: Copy back using instruments. Use one note.</p> <p>Silver: Copy back using instruments. Use the two notes.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<p>working together in the Unit songs.</p> <ul style="list-style-type: none"> • Talk about the music and how it makes you feel, using musical language to describe the music. 	<ul style="list-style-type: none"> • To sing with awareness of being 'in tune'. 	<p>within the context of the Unit song.</p> <ul style="list-style-type: none"> • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. 	<p>Gold: Copy back using instruments. Use the three notes.</p> <ol style="list-style-type: none"> 2. Play and Improvise You will be using up to three notes: <p>Bronze:</p> <ul style="list-style-type: none"> • Question and Answer using instruments. Use one note in your answer. <p>Silver:</p> <ul style="list-style-type: none"> • Question and Answer using instruments. Use two notes in your answer. Always start on a G. <p>Gold:</p> <ul style="list-style-type: none"> • Question and Answer using instruments. Use three notes in your answer. Always start on a G. <ol style="list-style-type: none"> 3. Improvisation! You will be using up to three notes. 	<p>connects with the song.</p> <ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>been even better if...?"</p>
--	--	--	---	---	---	---------------------------------

				<p>The notes will be provided on-screen and in the lesson plan</p> <p>Bronze:</p> <ul style="list-style-type: none">• Improvise using one note. <p>Silver:</p> <ul style="list-style-type: none">• Improvise using two notes. <p>Gold:</p> <ul style="list-style-type: none">• Improvise using three notes <p>Classroom Jazz 2:</p> <ul style="list-style-type: none">• Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)		
--	--	--	--	--	--	--