



Progression of Skills Years 1-6

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Year 1	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p>	To know that music has a steady pulse, like a heartbeat.	Learn about voices, singing notes of different pitches (high and low).	<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>Listen to and follow musical instructions from a leader.</p>	To know an improvised tune is made up on the spot. It is not written down and belongs to them.	Help to create a simple melody using one, two or three notes.	<p>They can add their ideas to the performance.</p> <p>Reflect on a performance</p>
Year 2	To know some songs have a chorus or a response/answer part.	To know that we can create rhythms from words, our names, favourite food,	Songs include other ways of using the voice e.g. rapping (spoken word).	Know the names of untuned percussion instruments played in class.	Everyone can improvise, and you can use one or two notes	Learn how the notes of the composition can be written down and changed if necessary.	<p>They can add their ideas to the performance.</p> <p>Reflect on a performance</p>



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	To know that songs have a musical style	colours and animals. Rhythms are different from the steady pulse.	To know why we need to warm up our voices.	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.			
Year 3	To know five songs from memory and who sang them or wrote them.	Know the difference between pulse and rhythm.	To sing in unison and in simple two-parts.	Play any one, or all of four, differentiated parts on a tuned instrument	To know and be able to talk about improvisation:	Listen to and reflect upon the developing composition and make musical	To choose what to perform and create a programme.



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	<p>To choose one song and be able to talk about the interrelated dimensions of music.</p> <p>To think about what the words of a song mean.</p>	<p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know the difference between a musical question and an answer.</p>	<p>To sing with awareness of being 'in tune'.</p>	<p>from memory or using notation.</p>	<p>To know that using one or two notes confidently is better than using five</p>	<p>decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	<p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
Year 4	<p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Listen carefully and respectfully</p>		<p>To have an awareness of the pulse internally when singing.</p>	<p>Correct playing posture when playing the Djembe</p> <p>Playing with alternate Left & Right hands</p> <p>Understanding Beat</p>	<p>Listen and copy back using instruments.</p> <p>Improvise rhythmic patterns</p>	<p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, dynamics and tempo.</p>	<p>Present a musical performance designed to capture the audience.</p>



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	to other people's thoughts about the music. When you talk try to use musical words.			<p>Playing together in time</p> <p>Playing the different high and low tones accurately</p> <p>Understanding 'rhythm' n and playing in time</p> <p>Understanding 'tempo' and playing in time.</p> <p>Responding to response and call accurately.</p> <p>Understanding dynamics</p> <p>Incorporating rhythm,</p>		Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	
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				<p>tempo and dynamics when playing.</p> <p>Understanding duration or note length</p> <p>Beginning to understand structure</p> <p>Understanding sub-division.</p> <p>Building a repertoire of rudiments.</p>			
Year 5	To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	<p>Know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work</p>	<p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p>	<p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition</p>	<p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a</p>



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		together and how they connect in a song	being 'in tune'.	To lead a rehearsal session.	To know three well-known improvising musicians	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).	previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
Year 6	To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music	To sing in unison and to sing backing vocals. To experience rapping and solo singing.	Play a musical instrument with the correct technique within the context of the Unit song.	To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.	To choose what to perform and create a programme. To discuss and talk musically about it – "What went



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	To talk about the musical dimensions working together in the Unit songs.	Musical Leadership: creating musical ideas for the group to copy or respond to		Select and learn an instrumental part that matches their musical challenge from memory or with notation	To know three well-known improvising musicians	<p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	well?" and "It would have been even better if...?"
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