

# PROGRESSION OF SKILLS AND KNOWLEDGE



## MUSIC

Year Group	Singing	Listening	Composing & Improvising	Performance	Vocabulary
Year 1	<p>Sing favourite nursery rhymes or family songs.</p> <p>Sing or rap 6 songs from memory and sing them in unison with others</p> <p>Learn how to join in and stop singing when following a leader</p> <p>Learn to sing notes of different pitches</p> <p>Learn how to make different types of sound with their voices</p>	<p>Become familiar with 6 pieces of music, knowing the name of the piece and the composer.</p> <p>Know and recognise the sound and names of some instruments used within the above pieces of music.</p> <p>Know different ways to move to music eg by dancing, marching, jumping</p> <p>Know that music has a steady pulse like a heartbeat</p> <p>Know that we can make different rhythms from words and phrases and copy these back.</p>	<p>Know that composition is writing a story with music</p> <p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:</p>	<p>March along to brass band music</p> <p>Know that a performance is sharing music with an audience</p> <p>Perform known songs to an audience</p> <p>Add ideas to a performance</p> <p>Listen to a recording of their performance and say how they feel about it</p> <p>Learn the names of the notes they are playing on their instrument (no more than 2 or 3)</p> <p>Know the names of the instruments they are playing</p> <p>Play melodies of 1 or 2 notes on a tuned instrument</p>	<p>Music</p> <p>High</p> <p>Low</p> <p>Fast</p> <p>Slow</p> <p>Loud</p> <p>Quiet</p> <p>Happy</p> <p>Sad</p> <p>Long</p> <p>Short</p> <p>Culture</p> <p>Songs</p> <p>Instruments</p> <p>Voices</p> <p>Rhythm</p>

Year 2	Confidently sing 6 songs from memory	Begin to recognise some musical styles and associated instruments eg rock, reggae, classical	Know that composing is like writing a story to music and that the theme of the story can change how the music sounds	Know that a performance can be a special occasion	Unison Conductor Classical Rock Chant Rhythm Drum Violin Glockenspiel Chorus Pulse Composition Melody Improvise Performance
	Know that singing in unison means everyone singing at the same time	Know 6 pieces of music and describe their musical style	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).	Perform a known song with confidence to an audience	
	Know why it is important to warm up our voices	Know that some songs have a chorus or a response part	Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.	Contribute ideas to improve the performance	
	Learn to start and stop singing when following a leader	Learn how songs/music can tell a story or describe an idea	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	Record the performance and say how they felt about it	
	Experiment with making different sounds with their voices	Learn how to move to music in different ways listening to the pulse	Use music technology, if available, to capture, change and combine sounds.	Know the names of some untuned percussion instruments	
		Identify a steady pulse within a piece of music		Play their musical part in time with the steady pulse	
				Listen to and follow instructions from the leader	
				Play instrumental parts on a tuned instrument involving 2 or 3 notes	

<b>Year 3</b>	Know that singing in a group can be called a choir	Know 6 pieces of music and who composed them.	Help create at least one simple melody using one, three or five different notes.	Know what makes a good performance eg confidence, diction, everyone playing in time, following the leader carefully	<b>Choir</b> <b>Solo</b> <b>Dimensions</b> <b>Texture</b> <b>Tempo</b> <b>Melody</b> <b>Pitch</b> <b>Notation</b> <b>Composition</b> <b>Improvising</b> <b>Diction</b> <b>Glockenspiel</b> <b>Trombone</b> <b>Trumpet</b> <b>Baritone</b>
	Know that songs can make you feel different emotions  Sing in unison and in simple two-parts  Follow a leader when singing.  Sing a solo part	Describe the styles of these pieces of music  Talk about musical dimensions that shape the music (dynamics, texture, tempo)  Identify the main sections eg chorus and verse, name some of the instruments heard in the music and which families they are from  Identify and move to the pulse of a piece of music  Say how music makes them feel  Know the difference between pulse and rhythm  Know and talk about the instruments used in class	Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.  Record compositions in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).  Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them  Improvise an answering passage to a tune using 1, 2 or 3 notes  Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.  Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.	Watch the performance back and discuss what went well and what could be improved  Play an instrumental piece of music with up to 3 notes on a tuned instrument using musical notation  Rehearse their part of music with the rest of the class in unison  Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi  <b>Reading Notation</b> Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.  Introduce and understand the differences between crotchets and paired quavers.  Apply word chants to rhythms, understanding how to link each syllable to one musical note.	

<p><b>Year 4</b></p>	<p>Know the importance of listening to each other when singing in an ensemble</p> <p>Know that when a soloist is singing, the texture will be thinner than when the whole choir is singing in unison</p> <p>Know how to warm up your voice and why this is important</p> <p>□ Understand what it means to sing 'in tune'</p> <p>Sing in unison and in two parts</p> <p>Know how to join back in if you get lost</p>	<p>Know 6 pieces of music, who composed them, performed them and the musical style</p> <p>Compare two pieces of music, commenting on differences in dynamics, tempo, style, rhythm and pitch</p> <p>Discuss a piece of music using musical terms eg pitch, pulse, rhythm, dynamics, tempo</p> <p>Know the names of a wider range of instruments to include those played in an orchestra</p>	<p>Evaluate different ways of recording music eg symbols, notation, pictures</p> <p>Plan and create a section of music using up to 5 notes and talk about how it was created</p> <p>Make musical decisions based on dynamics, pulse and tempo</p> <p>Record compositions using graphic notation to reflect the relationship between sound and symbol</p> <p>Know how to use a riff in an improvisation</p> <p>Know that you can not make a mistake when improvising</p> <p>Improvise short response passages using 3 notes</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato)</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p>	<p>Know that a good performance is planned and can be changed to suit different occasions</p> <p>Evaluate what makes a good performance</p> <p>Present a musical performance to capture an audience and discuss how you have done this</p> <p>Decide where a performance should take place and why</p> <p>Know how different instruments are played in different ways</p> <p>Lead a group signalling to them to start and stop</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p><b>Reading Notation</b> Introduce and understand the differences between minims, crotchets, paired quavers and rests Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Ensemble Texture Unison Musicals Tempo Pitch Notation Dynamics Pulse Riff Audience Woodwind Brass Strings Percussion Soundtrack</p>
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<b>Year 5</b>	<p>Sing 6 songs from memory including their different parts eg solo, unison, lead vocals, backing vocals</p> <p>Demonstrate a good posture when singing</p> <p>Follow the leader so you know when your part needs to start and stop when singing lead or backing vocals</p>	<p>Know 6 pieces of music, who composed them, performed them and the musical style</p> <p>Know the style of these pieces of music and begin to recognise other music with similar styles</p> <p>Know the historical context of some of the songs and why they might have been written</p> <p>Discuss the messages in music</p> <p>To compare songs of different styles commenting on similarities and differences using musical terms to do so</p>	<p>Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Create simple melodies of up to 5 notes using different rhythms</p> <p>Explain the structure of the melody</p> <p>Record compositions using musical notation or symbols</p> <p>Know the names of three well-known improvising musicians</p> <p>Improvise using notes from the pentatonic scale (D, E, G, A, &amp; B)</p> <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water.</p>	<p>Plan and deliver a performance that communicates ideas and feelings through the music</p> <p>Clearly articulate the words in the performance so the meaning can be understood</p> <p>Know the notes C, D, E, F, G, A, B when written on a treble stave</p> <p>Know how to play these notes on an instrument with the correct technique</p> <p>Rehearse their part by listening to the other parts also playing. Know when to start and stop</p> <p>Lead a rehearsal</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p><b>Reading Notation</b></p> <p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards</p>	<p>Backing vocals</p> <p>Brass band</p> <p>Posture</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Texture</p> <p>Structure</p> <p>Stave</p> <p>Treble Clef</p> <p>Rests</p> <p>Quaver</p> <p>Minim</p> <p>Crotchet</p> <p>Scale</p>

<b>Year 6</b>	<p>Know and confidently sing 6 songs and their parts from memory, and to sing them with a strong internal pulse</p> <p>Know about the style of the songs so you can represent the feeling and context to your audience</p> <p>Know and explain the importance of warming up your voice</p> <p>Experience rapping and solo singing</p> <p>Perform with an awareness of how your part fits in with the overall group</p>	<p>Talk in detail about a piece of music of your own choice that has not been studied in school.</p> <p>Discuss the style indicators, lyrics, musical dimensions, and structure using the correct musical terms</p> <p>Know how music can be shaped depending on the historical context at the time</p> <p>Know and talk about the fact that we each have a musical identity and reflect on your own</p> <p>Talk about how music makes you feel, using musical terminology</p>	<p>Create melodies using up to five different notes and rhythms that work musically with the style of the Unit music.</p> <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 music</p> <p>Know three well-known improvising musicians and comment on their musical style and technique</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>	<p>Explain why it is important to perform together and how you can create a strong musical performance</p> <p>Watch a recording and/or discuss a performance. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p> <p>Know the notes C, D, E, F, G, A, B when written on a treble stave</p> <p>Know how to play these notes on an instrument with the correct technique</p> <p>Know an increasing range of instruments, the sound they make and their families that they belong to e.g. wind, brass</p> <p><b>Reading Notation</b> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p>Big band Music Hall Soul Jazz Interpretation Rap Lyrics Melody Pentatonic Improvisation Treble clef Stave Pulse Rhythm Pitch Tempo Dynamics Texture Structure Rests Quaver Minim Crotchet Scale</p>

