

Music Skills Progression

Music Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen and Appraise</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. <p><u>Skills</u></p> <ul style="list-style-type: none"> learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals etc 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> 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 used in songs. <p><u>Skills</u></p> <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Etc 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. <p><u>Skills</u></p> <ul style="list-style-type: none"> To learn how songs can tell a story or describe an idea. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To be able to talk about: <ul style="list-style-type: none"> -lyrics: what the song is about -Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) To Identify the main sections of the song (introduction, verse, chorus etc.) To Name some of the instruments they heard in the song <p><u>Skills</u></p> <ul style="list-style-type: none"> Confidently identify and move to the pulse. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Know five songs from memory and who sang them or wrote them. To know the style of the five songs. To be able to talk about: <ul style="list-style-type: none"> -Some of the style indicators of that song (musical characteristics that give the song its style). -The lyrics -Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of a song (introduction, verse, chorus etc). Name some of the instruments they heard in a song. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> -Some of the style indicators of the songs (musical characteristics that give the songs their style) -The lyrics: - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of a song (intro, verse, chorus etc.) 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs in those styles. To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> -The style indicators of the songs (musical characteristics that give the songs their style) -The lyrics - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs



				<ul style="list-style-type: none"> To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> Confidently identify and move to the pulse. To talk about the musical dimensions working together in the song 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. Use musical vocabulary when they talk about a song. 	<ul style="list-style-type: none"> Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? <p><u>Skills</u></p> <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 music vocabulary when discussing a song. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel 	<ul style="list-style-type: none"> Name the historical context of the songs. What else was going on at this time, musically and historically? Know and talk about the fact that we each have a musical identity <p><u>Skills</u></p> <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 music vocabulary when discussing a song. 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.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore and Compose</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. <p><u>Skills</u></p> <ul style="list-style-type: none"> Find the pulse Copy basic rhythm patterns of single words, building to short phrases from the song/s. Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> 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 etc Composing is like writing a story with music. <p><u>Skills</u></p> <ul style="list-style-type: none"> Find the pulse Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables. Create rhythms for others to copy 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. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names etc Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. <p><u>Skills</u></p> <ul style="list-style-type: none"> Find the pulse Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables while marching to a beat. Create rhythms for others to copy Help create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Different ways of recording compositions (letter names, symbols, audio etc.) <p><u>Skills</u></p> <ul style="list-style-type: none"> 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. Listen to and reflect upon the developing composition and make musical decisions about pulse, 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Know how pulse, rhythm and pitch work together and the difference between them. Musical Leadership: create musical ideas for the group to copy or respond to different ways of recording compositions (letter names, symbols, audio etc.) <p><u>Skills</u></p> <ul style="list-style-type: none"> 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 a song. Talk about how a composition was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song Musical Leadership: creating musical ideas for the group to copy or respond to A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol <p><u>Skills</u></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 song. Explain the keynote or home note and the structure of the melody. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music Musical Leadership: creating musical ideas for the group to copy or respond to A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol <p><u>Skills</u></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 song. Explain the keynote or home note and the structure of the melody.



			necessary.	rhythm, pitch, dynamics and tempo. <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). 	dynamics and tempo. <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). 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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).
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To sing or rap nursery rhymes and simple songs from memory. Songs have sections. <p><u>Skills</u></p> <ul style="list-style-type: none"> To sing along with a pre-recorded song and add actions. To sing along with the backing track. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. <p><u>Skills</u></p> <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 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping know why we need to warm up our voices. <p><u>Skills</u></p> <ul style="list-style-type: none"> Learn about voices singing notes of different pitches 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad To know why you must warm up your voice <p><u>Skills</u></p> <ul style="list-style-type: none"> To sing in unison and in simple two-parts. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow •Songs can make you feel different things e.g. happy, energetic or sad Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features; singing in unison, the solo, lead vocal, backing vocals or rapping To know what a song is about and the meaning of the lyrics To know and explain the importance of warming up your 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: Its main features; singing in unison, the solo, lead vocal, backing vocals or rapping

		stop singing when following a leader.	(high and low). <ul style="list-style-type: none"> 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"> 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. 	<p><u>Skills</u></p> <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 rejoin the song if lost. To listen to the group when singing. 	<p>voice</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> 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' 	<p><u>Skills</u></p> <ul style="list-style-type: none"> To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice <p><u>Skills</u></p> <ul style="list-style-type: none"> 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'.
<p>Share and Perform</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> A performance is sharing music <p><u>Skills</u></p> <ul style="list-style-type: none"> Perform a nursery rhymes by singing and adding actions or dance. Perform nursery rhymes or songs adding a simple 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know that a performance is shared with an audience. <p><u>Skills</u></p> <ul style="list-style-type: none"> choose a song they have learnt from the Scheme and perform it. Add their ideas to the performance. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> You must sing or rap the words clearly and play with confidence when performing A performance can be a special occasion and involve an audience including of people you don't know A performance involves communicating 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> You must sing or rap the words clearly and play with confidence when performing A performance can be a special occasion and involve an audience including of people you don't know A performance involves communicating 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> You must sing or rap the words clearly and play with confidence when performing A performance can be a special occasion and involve an audience including of people you don't know A performance involves communicating 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> A performance involves communicating ideas, thoughts and feelings about the song/music <p><u>Skills</u></p> <ul style="list-style-type: none"> Choose what to perform and create a programme. To communicate the meaning of the words



	<p>instrumental</p> <ul style="list-style-type: none"> • Talk about a performance. 	<ul style="list-style-type: none"> • Record the performance and say how they were feeling about it. 	<p>notes.</p> <p><u>Skills</u></p> <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. 	<p>feelings, thoughts and ideas about the song/music</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>feelings, thoughts and ideas about the song/music</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>feelings, thoughts and ideas about the song/music</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ▪ Choose what to perform and create a programme. ▪ To communicate the meaning of the words and clearly articulate them. ▪ 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...?” 	<p>Nurturing the talents of Tomorrow</p> <p>and clearly articulate them.</p> <ul style="list-style-type: none"> ▪ 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...?”
<p>Playing an instrument</p>		<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Learn to play a tuned instrumental part. • Play the part in time 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • know and be able to talk about the instruments used in class (a glockenspiel, a recorder) <p><u>Skills</u></p> <ul style="list-style-type: none"> • Play any one, part 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 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ▪ know and be able to talk about: <ul style="list-style-type: none"> -the instruments used in class (a glockenspiel, recorder or xylophone). -Other instruments they might play or be played in a band or orchestra or by their friends. <p><u>Skills</u></p> <ul style="list-style-type: none"> ▪ Play any one parts on 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • know and be able to talk about different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave <p><u>Skills</u></p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the song. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • know and be able to talk about different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave <p><u>Skills</u></p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the song.



			<p>with the steady pulse.</p> <ul style="list-style-type: none">• Listen to and follow musical instructions from a leader.	<p>perform their part within the context of the Unit song.</p> <ul style="list-style-type: none">• To listen to and follow musical instructions from a leader.	<p>a tuned instrument – a one-note, simple or medium part or the 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">• 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.• 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	<ul style="list-style-type: none">• 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.• 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
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