

# SITHNEY PRIMARY SCHOOL

## Music Progression of Skills



<b>Development Matters statements in Teal</b> <b>ELG</b> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	<b>KS1</b> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<b>KS2</b> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
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	Birth to 3	3/4 year olds	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>Attainment Target 1:</b> (CQ 'Perform')  <b>Singing Playing Performance</b>	Anticipate phrases and actions in rhymes and songs, like 'Peepo'.  Explore their voices and enjoy making sounds.  Join in with songs and rhymes, making some sounds.  Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Remember and sing entire songs.  Sing the pitch of a tone sung by another person ('pitch match')  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing in a group or on their own, increasingly matching the pitch and following the melody.  • 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.  • A performance is sharing music.  • 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.	• To confidently sing or rap five songs from memory and sing them in unison. • Y2 -To know that unison is everyone singing at the same time. • Y2 - Songs include other ways of using the voice e.g. rapping (spoken word). • Y2 - To know why we need to warm up our voices  • 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. • Y2 - Learn to find a comfortable singing position.  • 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 • Y2 - Know the names of untuned percussion instruments played in class.  • 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	• To know and be able to talk about: • 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 • 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 • Y4 – Texture: How a solo singer makes a thinner texture than a large group.  •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'. • Y3 - To have an awareness of the pulse internally when singing. • Y4 - To rejoin the song if lost. • Y4 – To listen to the group when singing.  To know and be able to talk about: • The instruments used in class (a glockenspiel, a recorder) • Y4 - Other instruments they might play or be played in a band or orchestra or by their friends.  • 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.	• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • Y6 - 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 ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice  • To sing in unison and to sing backing vocals. • Y5 - To enjoy exploring singing solo. • Y5 - 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'.  To 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 staff • The instruments they might play or be played in a band or orchestra or by their friends  • 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>differentiated parts (a one-note part, a simple part, medium part).</p> <ul style="list-style-type: none"> <li>● Y2 - Play the part in time with the steady pulse</li> </ul> <ul style="list-style-type: none"> <li>● Choose a song they have learnt from the Scheme and perform it to an audience.</li> <li>● They can add their ideas to the performance.</li> <li>● Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>● Y4 - To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul> <ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● Y4 - Present a musical performance designed to capture the audience.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience <b>with belief</b></li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> <ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect.</li> <li>● To record the performance and compare it to a previous performance.</li> <li>● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> </ul>			
				<b>KS1</b> - Play tuned and untuned instruments musically	<b>KS2</b> - Improvise and compose music for a range of purposes using the inter-related dimensions of music				
	<b>Birth to 3</b>	<b>3/4 year olds</b>	<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<p><b>Attainment Target 2:</b> (CQ 'Compose')</p> <p><b>Improvisation Composition</b></p>	<p>Explore a range of sound makers and instruments and play them in different ways.</p>	<p>Create their own songs, or improvise a song around one they know.</p>	<p>Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>● <b>Activity D Create Your Own Sounds</b> Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to</li> </ul>	<ul style="list-style-type: none"> <li>● Improvisation is about making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> </ul> <ul style="list-style-type: none"> <li>● Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> <li>1. <b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. <b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play</li> </ol> </li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake.</li> <li>● Y4 - To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul> <p>Improvise using instruments in the context of the song they are learning to perform. Using the</p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> <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>			

			<p>accompany the song.</p> <p>● <b>Extension Activity</b> Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p>	<p>your own answer using one or two notes.</p> <p>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</p> <ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Y1- Help to create a simple melody using one, two or three notes.</li> <li>● Y2 - Help create three simple melodies with the Units using one, three or five different notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<p>improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back (Y4 – melodic patterns)</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>● <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p>1. <b>Play and Copy Back</b></p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Copy back using instruments. Use one note.</li> <li>○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li>○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul> <p>2. <b>Play and Improvise</b> You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> <li>○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>3. <b>Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Improvise using one note.</li> <li>○ <b>Silver</b> – Improvise using two notes.</li> <li>○ <b>Gold</b> – Improvise using three notes.</li> </ul> <p><b>Classroom Jazz 2</b> – 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)</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul> <ul style="list-style-type: none"> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
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				KS1 – Listen with concentration and understanding to a range of high-quality live and recorded music		KS2 - Listen with attention to detail and recall sounds with increasing aural memory			
						- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			
						- Develop an understanding of the history of music			
	Birth to 3	3/4 year olds	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>Attainment Target 3:</b> (CQ 'Describe music')  <b>Listen and Appraise</b>	<b>Show attention to sounds and music.</b>  Respond emotionally and physically to music when it changes.  Move and dance to music.	<b>Listen with increased attention to sounds.</b>  Respond to what they have heard, expressing their thoughts and feelings.	<b>Listen attentively, move to and talk about music, expressing their feelings and responses.</b>  <ul style="list-style-type: none"> <li>To know twenty nursery rhymes off by heart.</li> <li>To know the stories of some of the nursery rhymes.</li> <li>To learn that music can touch your feelings.</li> <li>To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> </ul>	Y1/2 - To know five 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 some songs have a chorus or a response/answer part.  To know that songs have a musical style.  To learn how songs can tell a story or describe an idea.	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> <li>To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>Y4 - Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>Its lyrics: what the song is about</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the song</li> </ul> </li> <li>To confidently identify and move to the pulse.</li> <li>Y4 - To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>Y3 - To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>Y4 – When you talk try to use musical words</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory, who sang or wrote them, when they were written and, (Y5- if possible), why?</li> <li>To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>To choose two or three (Y6 – three or four) other songs and be able to talk about:               <ul style="list-style-type: none"> <li>Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) (Y6 – and timbre)</li> <li>Identify the main sections/ structure of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the songs</li> <li>Y5 - The historical context of the songs. What else was going on at this time?</li> <li>Y6 - The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>Y6 - Know and talk about that fact that we each have a musical identity</li> </ul> </li> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>When you talk try to use musical words.</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> <li>Talk about the music and how it makes you feel, Y6 – using musical language to describe the music.</li> </ul>		
								<b>KS1 - Experiment with, create, select and combine sounds using</b>	

				the interrelated dimensions of music					
	Birth to 3	3/4 year olds	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>Attainment Target 4:</b> (CQ 'Transcribe') <b>Games</b>	Make rhythmical and repetitive sounds.	Play instruments with increasing control to express their feelings and ideas.	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <ul style="list-style-type: none"> <li>To know that we can move with the pulse of the music.</li> <li>To know that the words of songs can tell stories and paint pictures.</li> </ul> <p>Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li><b>Activity A Games Track</b> Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li><b>Activity B Copycat Rhythm</b> Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li><b>Activity C High and Low</b> Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> </ul>	<p>Y1/2 - To know that music has a steady pulse, like a heartbeat.</p> <p>Y1/2 - To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>How pulse, rhythm and pitch work together</li> <li>Pulse: Finding the pulse – the heartbeat of the music</li> <li>Rhythm: the long and short patterns over the pulse</li> <li>Know the difference between pulse and rhythm</li> <li>Pitch: High and low sounds that create melodies</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song/ Y6 - to create a song or music</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p>Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li><b>Bronze Challenge</b> <ul style="list-style-type: none"> <li>Find the pulse</li> <li>Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> </li> <li><b>Silver Challenge</b> <ul style="list-style-type: none"> <li>Find the pulse</li> <li>Lead the class by inventing rhythms for others to copy back</li> <li>Copy back two-note riffs by ear and with notation</li> <li>Question and answer using two different notes</li> </ul> </li> <li><b>Gold Challenge</b> <ul style="list-style-type: none"> <li>Find the pulse</li> <li>Lead the class by inventing rhythms for them to copy back</li> <li>Copy back three-note riffs by ear and with notation</li> <li>Question and answer using three different notes</li> </ul> </li> </ul>	

Threshold concept:

Milestone 1 – end KS1

Milestone 2 – yr 4

Milestone 3 – end KS2



