

St Margaret's CE Primary School

Progression of skills in Music

	<u>Performing</u>	<u>Improvising & Composing</u>	<u>Listening & Appraising</u>	<u>Knowledge of Musical Features and Notation</u>	<u>Knowledge of History of Music</u>
Year one	<ul style="list-style-type: none"> 🎵 Sing and rap songs from memory in unison. 🎵 Know that we can make different types of sounds with our voices. 🎵 Play a simple tuned instrumental part with the song they perform. 🎵 Be able to add their ideas to performances and appraise their performance. 🎵 Know the names of instruments they are playing and how to treat them. 🎵 Be able to start and stop singing when following a leader and follow musical performance instructions. 	<ul style="list-style-type: none"> 🎵 Know that we can create rhythms from words. 🎵 Know what improvisation and composition are. 🎵 Be able to improvise by clapping a simple rhythm or playing a two-note melody on instruments. 🎵 Help compose a simple melody using up to three notes. 	<ul style="list-style-type: none"> 🎵 Be able to enjoy moving to music. 🎵 Know some songs off by heart and what they are about. 🎵 Know the names and recognise the sound of some instruments. 🎵 Find the pulse. 🎵 Copy short rhythmic and melodic phrases. 	<ul style="list-style-type: none"> 🎵 Know that music has a steady pulse. 🎵 Know about high and low pitches. 🎵 Learn the names of notes in the instrumental part that they are playing, from memory or when written down. 🎵 Know how the notes of their compositions can be written down. 	
Year two	<ul style="list-style-type: none"> 🎵 Know how to play and sing high and low pitches. 🎵 Understand the purpose of a vocal warm-up. 🎵 Find a comfortable singing position. 🎵 Play untuned percussion instruments, and know their names and how to treat them. 🎵 Play a part in time with the steady pulse. 	<ul style="list-style-type: none"> 🎵 Help compose a simple melody using up to five notes. 	<ul style="list-style-type: none"> 🎵 Understand how songs can tell a story or describe an idea. 🎵 Know that some songs have a chorus or a response/answer part. 	<ul style="list-style-type: none"> 🎵 Know how rhythms are different from a steady pulse. 🎵 Know what unison is. 🎵 Know that some songs include other ways of using the voice (e.g. rapping). 🎵 Know how the notes of their compositions can be written down and changed if necessary. 	<ul style="list-style-type: none"> 🎵 Know that songs have a musical style.

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Year three	<ul style="list-style-type: none"> 🎵 Understand what choirs and conductors/leaders are. 🎵 Understand why ensemble performers must listen to each other. 🎵 Sing in two parts. 🎵 Explore singing solo. 🎵 Sing with an awareness of being in tune and in time. 🎵 Perform a simple instrumental part from memory or using notation. 🎵 Understand the importance of rehearsal. 🎵 Demonstrate good singing and playing posture. 🎵 Perform with confidence and feeling. 🎵 Follow a leader when performing. 🎵 Appraise their performance. 🎵 Know about glockenspiels. 	<ul style="list-style-type: none"> 🎵 Improvise using up to three notes with confidence. 🎵 Listen and respond to others when improvising. 🎵 Plan and create a section of music that can be performed within the context of a song. 🎵 Begin to make musical decisions about pulse, rhythm, pitch, dynamics and tempo. 🎵 Reflect on the process of composition. 🎵 Notate compositions in different ways. 	<ul style="list-style-type: none"> 🎵 Share ideas about how songs make them feel. 🎵 Discuss the meaning of song lyrics. 🎵 Identify the main sections of a song. 🎵 Discuss musical dimensions featured in songs, (texture, dynamics, tempo, rhythm and pitch). 🎵 Identify and move to the pulse. 	<ul style="list-style-type: none"> 🎵 Know how pulse, rhythm and pitch work together to create a song. 🎵 Know the difference between a musical question and an answer. 🎵 Copy short melodic phrases with the support of notation. 🎵 Learn about different ways of notating music. 	<ul style="list-style-type: none"> 🎵 Know some songs from memory and who sang or wrote them. 🎵 Know the style of some songs.
Year four	<ul style="list-style-type: none"> 🎵 Be able to keep the internal pulse 🎵 Listen to the group when singing. 🎵 Be able to rejoin the song if lost. 🎵 Play djembes and ukuleles. 🎵 Know about other instruments they or others might play. 🎵 Lead a group by creating musical ideas for others to copy or respond to, and by making sure everyone participates. 	<ul style="list-style-type: none"> 🎵 Use riffs that they have heard in listening activities in their own improvisations. 	<ul style="list-style-type: none"> 🎵 Discuss how different musical dimensions combine (<i>e.g. the dynamics are louder in the chorus</i>). 🎵 Begin to use correct terminology to discuss music. 	<ul style="list-style-type: none"> 🎵 Know how high and low pitches create melodies. 🎵 Know how the long and short patterns over the pulse create rhythm. 🎵 Begin to understand texture in terms of solo versus group. 	<ul style="list-style-type: none"> 🎵 Know some features that typify some styles of music.

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Year five	<ul style="list-style-type: none"> 🎵 Confidently sing songs and their parts from memory with a strong internal pulse. 🎵 Sing backing vocals. 🎵 Experience rapping and solo singing. 🎵 Sing with awareness of how they fit into the group. 🎵 Play a musical instrument with the correct technique. 🎵 Learn instrumental parts from memory or using notation. 🎵 Lead the class by inventing rhythms for others to copy. 🎵 Lead a rehearsal session. 🎵 Understand that everything that will be performed must be planned and learned. 🎵 Talk about how to use performance venues to best effect. 🎵 Record, compare and appraise performances of the same piece. 	<ul style="list-style-type: none"> 🎵 Improvise using a pentatonic scale. 🎵 Know that compositions have pulse, rhythm and pitch which work together, shaped by tempo, dynamics, texture and structure. 🎵 Create simple melodies using up to five notes and simple rhythms. 🎵 Explain the keynote and structure of a melody. 🎵 Make musical decisions about how a melody connects with a song. 	<ul style="list-style-type: none"> 🎵 Identify and move to the pulse with ease. 🎵 Think about the message of songs. 🎵 Compare the features of songs in the same style. 🎵 Copy syncopated rhythmic patterns. 🎵 Copy two/three-note riffs by ear and with notation. 🎵 Perform musical questions and answers using two or three different notes. 	<ul style="list-style-type: none"> 🎵 Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song. 🎵 Be able to talk about the main features of songs they perform: unison, solo, lead vocal, backing vocals, rapping. 🎵 Be able to talk about the meaning of songs they perform. 🎵 Know how notes C, D, E, F, G, A, B, C' are written on the treble stave. 	<ul style="list-style-type: none"> 🎵 Know when some songs were written and why, and their historical context. 🎵 Know some songs that share the same style. 🎵 Know about some improvising musicians.
Year six	<ul style="list-style-type: none"> 🎵 Know about the style of the songs so they can represent the feeling and context to their audience. 🎵 Demonstrate a mastery of performance skills acquired throughout previous years. 	<ul style="list-style-type: none"> 🎵 Use riffs and licks that they have heard in listening activities in their own improvisations. 🎵 Demonstrate a mastery of improvisation and composition skills acquired throughout previous years. 	<ul style="list-style-type: none"> 🎵 Use correct terminology to discuss and describe music. 🎵 Demonstrate a mastery their ability to listen and appraise acquired throughout previous years. 	<ul style="list-style-type: none"> 🎵 Demonstrate a mastery of the knowledge of musical features and notation acquired throughout previous years. 	<ul style="list-style-type: none"> 🎵 Discuss the historical context of songs: <i>What else was going on at this time, musically and historically?</i> 🎵 Discuss that we each have a musical identity. 🎵 Demonstrate a mastery the history of music acquired throughout previous years.