


## Music Progression of Skills and Knowledge

	Year 3	Year 4	Year 5	Year 6
<b>Listen and appraise</b>	<p>To know songs from memory</p> <ul style="list-style-type: none"> <li>● To recognise the style of the songs.</li> <li>● Name some of the instruments they heard in the song</li> </ul> <ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● 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> </ul>	<p>To know songs from memory</p> <ul style="list-style-type: none"> <li>● To recognise the style of the songs.</li> <li>● Identify the main sections of the song (introduction, verse, chorus).</li> <li>● Name some of the instruments they heard in the song.</li> <li>● To confidently identify and move to the pulse.</li> <li>● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>● Talk about the music and how it makes them feel.</li> </ul>	<p>To know songs from memory, who sang or wrote them</p> <ul style="list-style-type: none"> <li>● To recognise the style of the songs.</li> <li>● Identify the main sections of the song (introduction, verse, chorus).</li> <li>● Name some of the instruments they heard in the song.</li> <li>● To be able to talk about musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - The historical context of the songs.</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</li> <li>● Talk about the music and how it makes you feel.</li> </ul>	<p>To know songs from memory, who sang or wrote them</p> <ul style="list-style-type: none"> <li>● To recognise the style of the songs.</li> <li>● Identify the main sections of the song (introduction, verse, chorus).</li> <li>● Name some of the instruments they heard in the song.</li> <li>● To be able to talk about musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - The historical context of the songs. What else was going on at this time, musically and historically?</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</li> <li>● Talk about the music and how it makes you feel.</li> </ul>
<b>Singing</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● To know why you must warm up your voice</li> <li>● To sing in unison</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> <li>To sing in unison and in simple two-parts.</li> </ul>	<ul style="list-style-type: none"> <li>● To know and confidently sing songs with a strong internal pulse.</li> <li>● To sing in unison and to sing backing vocals.</li> <li>● To enjoy exploring singing solo. To listen to the group when singing.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> </ul>	<ul style="list-style-type: none"> <li>● To know and confidently sing songs with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To sing in unison and to sing backing vocals.</li> <li>● To demonstrate a good singing posture.</li> <li>● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.</li> </ul>
<b>Playing</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class - a glockenspiel</li> </ul> <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>● To listen to and follow musical instructions from a leader.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class glockenspiel, cornet</li> <li>● Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class glockenspiel, recorders</li> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The instruments they might play or be played in a band or orchestra or</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class glockenspiel, recorders</li> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> </ul>

		<ul style="list-style-type: none"> <li>● To treat instruments carefully and with respect.</li> <li>● Play any one, or all 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.</li> <li>● To listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● To listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● 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.</li> <li>● To listen to and follow musical instructions from a leader.</li> </ul>
<b>Use and understand staff and musical notations</b>	CDEF Crotchets and Minims and rests	CDEFG Crotchets, Minims, Semibreves and rests	CDEFGA Crotchets, Minims, Semibreves, Quavers and rests	CDEFGABC Crotchets, Minims, Semibreves, Quavers and rests
<b>Improvising and composing</b>	To know and be able to talk about improvising and composing: <ul style="list-style-type: none"> <li>● making up your own tunes on the spot</li> <li>- Improvise/ create one simple melody using at least one note</li> </ul>	To know and be able to talk about improvising and composing: <ul style="list-style-type: none"> <li>● making up your own tunes on the spot</li> <li>- Improvise/create one simple melody using one/two/ three notes</li> </ul>	To know and be able to talk about improvising and composing: <ul style="list-style-type: none"> <li>● making up your own tunes on the spot</li> <li>- Improvise/create one simple melody using one/two/ three</li> <li>Improvise using instruments in the context of a song to be performed.</li> <li>Copy back using instruments. Use one/two/three notes</li> </ul>	To know and be able to talk about improvising and composing: <ul style="list-style-type: none"> <li>● making up your own tunes on the spot</li> <li>- Improvise/create one simple melody using one/two/ three</li> <li>Improvise using instruments in the context of a song to be performed.</li> <li>Copy back using instruments. Use up to five notes</li> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> </ul>
<b>Performing</b>	To know and be able to talk about: <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</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> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● Everything that will be performed must be planned and learned</li> <li>● A performance involves communicating ideas, thoughts and feelings</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● Everything that will be performed must be planned and learned</li> </ul>

	<ul style="list-style-type: none"> <li>● To talk about the best place to be when performing and how to stand or sit.</li> </ul>	<ul style="list-style-type: none"> <li>● To present a musical performance designed to capture the audience.</li> </ul>	<p>about the song/music</p> <ul style="list-style-type: none"> <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 present a musical performance designed to capture the audience.</li> <li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>	<ul style="list-style-type: none"> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</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 present a musical performance designed to capture the audience.</li> <li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> <li>● To record the performance and compare it to a previous performance.</li> </ul>
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