

Skills and knowledge progression: Music

Music						
	Listen & Appraise	Singing	Playing instruments	Improvisation	Composition	Performance, share, evaluate
Willow	<ul style="list-style-type: none"> I can explore and learn how sounds can be changed. I can develop preferences for forms of expression 	<ul style="list-style-type: none"> I can sing a few familiar songs. I can sing to myself and makes up simple songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Play pitch-matching games, humming or singing 	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> I can tap out simple repeated rhythms. 	<ul style="list-style-type: none"> I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 	<ul style="list-style-type: none"> I can use movement to express feelings. Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses.
Elm	<ul style="list-style-type: none"> To know 3 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 learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 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 and animals. 	<ul style="list-style-type: none"> To confidently sing or rap three songs from memory and sing them in unison. 	<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. 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 differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Make up their own tune that has never been heard before. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.
Birch	<ul style="list-style-type: none"> To know three songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. Rhythms are different from the steady pulse. 	<ul style="list-style-type: none"> To confidently know and sing three 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 (spoken word). 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 (spoken word with rhythm). 	<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 Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. 	<ul style="list-style-type: none"> Make up their own tune that has never been heard before. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes 	<ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.

	<ul style="list-style-type: none"> We add high and low sounds, pitch, when we sing and play our instruments. 	<ul style="list-style-type: none"> Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> Listen to and follow musical instructions from a leader. 			
Maple	<ul style="list-style-type: none"> To know 3 songs from memory, and who sang them or wrote them. To know the style of the 3 songs To choose one song and talk about the instruments they hear in the song, any musical dimension (texture, dynamics, tempo, rhythm and pitch) To identify the main sections of the song (introduction, verse, chorus) To confidently identify and move to the pulse To think about what the words of the song mean To discuss how the song makes them feel To listen carefully and respectfully to other people's thoughts about the music To know how to find and demonstrate the pulse to know the difference between pulse and rhythm to know that every piece of music has a pulse/steady beat, find the pulse, rhythm copy back, pitch copy back using 2 notes, pitch copy back and vocal warm-ups 	<ul style="list-style-type: none"> To know why you must warm up your voice 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 have an awareness of the pulse internally when singing. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel) 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. 	<ul style="list-style-type: none"> To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake. To listen and copy back using two different notes 	<ul style="list-style-type: none"> Help 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. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
Pine	<p>To know two songs from memory and who sang them or wrote them.</p> <p>To know the style of the two songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). 	<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'. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel). 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 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. 	<ul style="list-style-type: none"> To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in your improvisations 	<ul style="list-style-type: none"> Help 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 the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that 	<ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.

	<ul style="list-style-type: none"> Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs 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. When you talk try to use musical words. 		<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. 		recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	
Beech	<ul style="list-style-type: none"> To know three songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the three 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: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? To identify and move to the pulse with ease. To think about the message of songs. 	<ul style="list-style-type: none"> To 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: <ul style="list-style-type: none"> 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. 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>To know and be able to talk about:</p> <ul style="list-style-type: none"> 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 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. To listen to and follow musical instructions from a leader. To lead a rehearsal session. 	<ul style="list-style-type: none"> To know that you can use some of the riffs you have heard in your improvisations To know a well-known improvising musician 	<ul style="list-style-type: none"> recognise the connection between sound and symbol 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. 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"> To know a performance involves communicating ideas, thoughts and feelings about the song/music To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. 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...?"

	<ul style="list-style-type: none"> ● 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. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. 					
Oak	<ul style="list-style-type: none"> • To know three 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 one or two 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: what the songs are about ○ 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 ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity • 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 	<ul style="list-style-type: none"> • To 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: <ul style="list-style-type: none"> ○ 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. • 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>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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 • 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 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. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session 	<ul style="list-style-type: none"> • To know that using one or two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in your improvisations • To know 2/3 well-known improvising musicians 	<ul style="list-style-type: none"> • recognise the connection between sound and symbol • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • 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"> • To know a performance involves communicating ideas, thoughts and feelings about the song/music • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • 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...?”

	<div>them, their similarities and differences.</div> <ul style="list-style-type: none">• Listen carefully and respectfully to other people's thoughts about the music.• Use musical words when talking about the songs.					
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