



MUSIC PROGRESSION OF KNOWLEDGE AND SKILLS



	Year 1	Year 2	Year 3
Singing	<p>Body and vocal warm-ups.</p> <p>Beginning to sing with appropriate rhythm and pitch.</p> <p>Beginning to rap with appropriate rhythm.</p> <p>Learning and performing songs in musical production to an audience.</p> <p>Listening to a phrase and singing it back.</p>	<p>Body and vocal warm-ups.</p> <p>Developing singing with appropriate rhythm and pitch.</p> <p>Listening to a phrase and singing it back.</p> <p>Learning and performing songs in musical production to an audience.</p>	<p>Body and vocal warm-ups</p> <p>Developing singing with appropriate rhythm and pitch.</p> <p>Listening to a phrase and singing it back.</p> <p>Learning and performing songs in musical concert to an audience.</p>
Instrumental playing	<p>Locating pulse and copying rhythms with body percussion.</p> <p>Listening to a rhythm and clapping/playing it back.</p> <p>Beginning to play untuned percussion instruments rhythmically and with control.</p> <p>Beginning to play untuned instruments in time with a backing track.</p>	<p>Locating pulse and copying rhythms with body percussion.</p> <p>Listening to a rhythm and clapping/playing it back.</p> <p>Listening to a phrase and playing it back.</p> <p>Beginning to play glockenspiels rhythmically and with control.</p> <p>Beginning to play tuned instruments with a backing track.</p>	<p>Playing recorders accurately, rhythmically and with control.</p> <p>Locating pulse and copying rhythms with body percussion.</p> <p>Listening to a rhythm and clapping/playing it back.</p> <p>Listening to a phrase and playing it back with recorders.</p> <p>Playing recorders with a backing track.</p> <p>Playing recorders in a musical concert to an audience.</p> <p>Beginning to learn performance skills.</p>
Improvising and composing		<p>Beginning to understand the concept of improvisation.</p> <p>Experimenting with improvisation on a glockenspiel.</p> <p>Beginning to compose short tunes on a glockenspiel.</p>	<p>Beginning to improvise using recorders.</p> <p>Composing a short melody as a class to be played on recorders.</p>



## MUSIC PROGRESSION OF KNOWLEDGE AND SKILLS



	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Listening and appraising</b>	<p>Begin to give opinions on music listened to.</p> <p>Begin to say what they can hear, including tempo, pitch and dynamics.</p> <p>Listening to a phrase and singing it back.</p> <p>Begin to understand stylistic features of blues, baroque, latin, bhangra, folk, funk.</p>	<p>Develop ability to say what they can hear, including tempo, pitch and dynamics.</p> <p>Listening to a phrase and playing/singing it back.</p> <p>Develop ability to give opinions on music listened to.</p>	<p>Listening to a phrase and playing/singing it back.</p> <p>Develop ability to say what they can hear, including tempo, pitch, instrumentation and dynamics.</p> <p>Beginning to explain reasons for opinions of music listened to.</p>
<b>Reading staff notation</b>		<p>Beginning to understand basic staff notation, including how pitch and duration are represented.</p>	<p>Beginning to apply knowledge of reading staff notation to playing the recorders.</p>
<b>History of music</b>	<p>Areas covered – Reggae, Classical, Contemporary, Hip-Hop, Pop, Rock</p> <p>Begin to understand stylistic features of blues, baroque, latin, bhangra, folk, funk.</p>	<p>Areas covered – Reggae, World Music.</p>	<p>Areas covered – Reggae, Pop – artist study of The Beatles.</p>



MUSIC PROGRESSION OF KNOWLEDGE AND SKILLS



	Year 4	Year 5	Year 6
Singing	<p>Body and vocal warm-ups</p> <p>Developing singing with appropriate rhythm, pitch and dynamics.</p> <p>Listening to a phrase and singing it back.</p> <p>Learning and performing songs in production to an audience.</p> <p>Use rhythm appropriate when rapping.</p>	<p>Body and vocal warm-ups</p> <p>Develop singing with appropriate rhythm, pitch and dynamics.</p> <p>Listening to a phrase and singing it back.</p> <p>Learning and performing songs in a concert to an audience.</p>	<p>Body and vocal warm-ups</p> <p>Developing singing with appropriate rhythm, pitch and dynamics.</p> <p>Listening to a phrase and singing it back.</p> <p>Learning and performing songs in production to an audience.</p> <p>Use rhythm appropriate when rapping.</p> <p>Sing as an ensemble where two groups of children are singing different parts against each other (melody and backing singers).</p>
Instrumental playing	<p>Playing djembe drums accurately, rhythmically and with control.</p> <p>Playing steel pans accurately, rhythmically and with control.</p> <p>Playing tuned percussion (glockenspiels, xylophones and metallophones) accurately, rhythmically and with control.</p> <p>Locating pulse and copying rhythms with body percussion.</p> <p>Listening to a rhythm and clapping/playing it back.</p> <p>Playing djembes with a backing track.</p> <p>Playing steel pans in a musical concert to an audience.</p> <p>Beginning to learn performance skills.</p> <p>Beginning to play as part of an ensemble where different groups of children are playing different parts on the instruments.</p>	<p>Play ukuleles accurately, rhythmically and with control, both strumming chords and plucking melodies.</p> <p>Locating pulse and copying rhythms with body percussion.</p> <p>Listening to a rhythm and clapping it back.</p> <p>Playing ukuleles with a backing track.</p> <p>Playing as part of an ensemble where different groups of children are playing different parts on the instruments.</p>	<p>Play keyboards accurately, rhythmically and with control.</p> <p>Begin to utilise correct fingering when playing keyboards.</p>



MUSIC PROGRESSION OF KNOWLEDGE AND SKILLS



Improvising and composing	<p>Improvising short rhythms on the djembes using high and low pitches.</p> <p>Begin to understand the concept of composition using staff notation.</p> <p>Work collaboratively to compose a rap using knowledge of rhythm.</p>		<p>Improvising short melodies on keyboards.</p> <p>Understanding the relevance of improvising in jazz.</p> <p>Work collaboratively to compose a short melody on a keyboard.</p> <p>Compose using staff notation.</p>
Listening and appraising	<p>Listening to a phrase and playing/singing it back.</p> <p>Develop ability to say what they can hear, including tempo, pitch, instrumentation and dynamics.</p> <p>Begin to understand the concept of musical texture.</p> <p>Explaining reasons for opinions of music listened to, beginning to reference the inter-related dimensions of music.</p> <p>Beginning to identify differences between different versions of the same song.</p>	<p>Listening to a phrase and playing/singing it back.</p> <p>Develop ability to say what they can hear, including tempo, pitch, instrumentation, texture and dynamics.</p> <p>Explaining reasons for opinions of music listened to, referencing the inter-related dimensions of music.</p> <p>Identifying differences between different versions of the same song.</p>	<p>Listening to a phrase and singing it back.</p> <p>Develop ability to say what they can hear, including tempo, pitch, instrumentation, texture and dynamics.</p> <p>Explaining reasons for opinions of music listened to, referencing the inter-related dimensions of music, personal connection to a song/genre or other applicable contexts.</p>
Reading staff notation	<p>Continuing to apply knowledge of reading staff notation to playing tuned and untuned percussion.</p> <p>Begin to use staff notation to compose short melodies.</p>	<p>Continuing to apply knowledge of reading staff notation to playing the ukulele.</p>	<p>Applying knowledge of staff notation to identifying notes on a keyboard and playing with correct rhythm.</p> <p>Using staff notation to compose melodies on the keyboard.</p>
History of music	<p>Areas covered – Rap, Soul and Gospel, Pop – artist study of ABBA.</p>	<p>Areas covered – Pop (including a focus on ballads), Rock, Pop – composer study of Carole King.</p>	<p>Areas covered – Rock (including the development of Rock from Rock ‘n’ Roll), Motown (including the socio-cultural background that led to the development of the genre), Hip-Hop, Jazz (including improvisation).</p>