

Elsenham C. of E. Primary School Progression of Skills – Music					
				Knowledge	Skills
	Improvisation	Composing and creating	Performing and Playing	Singing	Listening and Appraising
Year 1	- To know that improvisation is about making up their own tunes on the spot. - Using the improvisation tracks provided on Charanga, improvise using the three challenges: clap, sing and play.	- To know that composing is like writing a story with music. - 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.	- To know that a performance is sharing music with other people. - To learn the names of the notes in their instrumental part and the instruments. - To choose a song they have learnt from the Scheme and perform it with instruments, add their own ideas and record it. – Listen to and follow musical instructions from a leader.	- To confidently sing or rap five songs from memory and sing them in unison. - Learn about voices, singing notes of different pitches (high and low) and when to start and stop.	- To know 5 songs off by heart and what they are about. - To know that music has a steady pulse, like a heartbeat. - To know that one can create rhythms from different words. - Learn how they can enjoy moving to music by dancing.
Year 2	- To know that improvisation is making up their own tunes on the spot. - Use the improvisation tracks provided on Charanga, improvise using the three challenges: clap, play and sing.	- Composing is like writing a story with music. - 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.	- To learn the names of the notes in their instrumental part and the instruments. - A performance is sharing music with an audience. - Play the part in time with the steady pulse. - Choose a song they have learnt from the Scheme and perform it and add their ideas. - Record the performance.	- To confidently know and sing five songs from memory. - To know that unison is everyone singing at the same time. - To know why people need to warm up their voices before performing. - Learn about voices singing notes of different pitches (high and low). - Learn that they can make different types of sounds with their voices.	- To know five songs off by heart and that some songs have a chorus and that music has a steady pulse. - To know that one can create rhythms from different things. - To learn how they can enjoy moving to music and how songs can tell a story.
Year 3	- To know and be able to talk about improvisation: - Improvisation is making up tunes on the spot.	- To know and be able to talk about: - A composition.	- To know and be able to talk about: - The instruments used in class.	- To know and be able to talk about: - a choir and a conductor - Songs can make one feel different things.	- To know five songs from memory, who sang them or wrote them and the style. - To choose one song and be able to talk about:

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	- To know that using one or two notes confidently is better than using five. - To know that if they improvise using the notes they are given, they cannot make a mistake. - Improvise using instruments in the context of the song they are learning to perform. - Using the improvisation tracks provided on Charanga. Children will complete the Bronze, Silver or Gold Challenges.	- Different ways of recording compositions (letter names, symbols, audio etc.). - 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. - Record the composition in any way appropriate.	- To understand that performing is sharing music with other people. - They must sing or rap the words clearly. - A performance can be a special occasion. - Play any one, or all of four, differentiated parts on a tuned instrument. - To rehearse and perform their part within a song, choose what to perform and record it. - To talk about the best place to be when performing and how to stand or sit.	- To know why one must warm up their voice. - To sing in unison and in simple two-parts demonstrating a good singing posture. - To follow a leader when singing. - To enjoy exploring singing solo. - To sing with awareness of being 'in tune'.	- o Its lyrics, musical dimensions, identify the main sections and name some of the instruments. - To know how to demonstrate the pulse and to know the difference between pulse and rhythm. - To know how pulse, rhythm and pitch work together to create a song. - To know the difference between a musical question and an answer. - To identify and move to the pulse confidently. - To think about what the words of a song mean.
Year 4	- To know and be able to talk about improvisation: - Improvisation is making up their own tunes on the spot. - To know that using one or two notes confidently is better than using five. - To know that they can use some of the riffs they have heard in the Challenges in their improvisations. - Improvise using instruments in the context of a song they are learning to perform. - Use the improvisation tracks provided on Charanga and improvise using the Bronze, Silver or Gold Challenges. - Take it in turns to improvise using three different notes.	- To know and be able to talk about: - A composition. - Different ways of recording compositions (letter names, symbols, audio etc.). - 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 and talk about it. - Listen to and reflect upon the developing composition and make musical decisions. - Record the composition in any way appropriate.	- To know and be able to talk about: - The instruments used in class (a glockenspiel, recorder or xylophone). - Other instruments they might play or be played in a band or orchestra. - Performing is sharing music with other people. - 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. - To rehearse and perform their part within the context of the Unit song.	- To know and be able to talk about: - A choir and conductor. - Texture - To know why they must warm up their voice. - To sing in unison and in simple two-parts and follow a leader. - To enjoy exploring singing solo and with awareness of being 'in tune'. - To re-join the song if lost. - To listen to the group when singing	- To know five songs from memory, who sang them or wrote them and the style. -To choose one song and be able to talk about: - The style indicators of that song, lyrics, musical dimensions, identify the main sections, and name some of the instruments they heard. - Know about: - How pulse, rhythm and pitch work together and the difference between them. - Musical Leadership - To identify and move to the pulse confidently. - To talk about the musical dimensions working together in

			- To experience leading the playing and presenting a musical performance.		the Unit songs and use music vocabulary.
Year 5	To know and be able to talk about improvisation: - Improvisation is making up their own tunes on the spot. - To know that they can use some of the riffs they have heard in the Challenges in their improvisations. - To know three well-known improvising musicians. - Improvise using instruments in the context of a song to be performed. - Use the improvisation tracks provided by Charanga and improvise using the Bronze, Silver or Gold Challenges.	To know and be able to talk about: - A composition: it has pulse, rhythm and pitch and are shaped by tempo, dynamics, texture and structure. - Notation - Create simple melodies using up to five different notes and simple rhythms. - 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 and record it.	To know and be able to talk about: - Different ways of writing music down – e.g. staff notation, symbol. - The notes C, D, E, F, G, A, B + C on the treble stave. To know and be able to talk about: - Performing is sharing music with other people and it must be planned. - Play a musical instrument with the correct technique. - Select and learn an instrumental part that matches their musical challenge and perform it. - To lead a rehearsal session. - To choose what to perform and create a programme and record it. - To talk about the venue and how to use it to best effect. - To discuss and talk musically about it.	- 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: - o Its main features, singing in unison, what it is about and importance of warming up voices. - To sing and rap in unison, to sing backing vocals and sing solo. - To listen to the group when singing and follow a leader. - To listen to each other and be aware of how they fit into the group. - To sing with awareness of being 'in tune'.	- To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? - To know the style of the five songs. - To choose two or three other songs and be able to talk about: - o The style indicators of the songs, lyrics and musical dimensions. - o Identify the main sections of the songs and name some of the instruments. - o The historical context of the songs. - Know and be able to talk about: - How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together. - How to keep the internal pulse. - To identify and move to the pulse with ease and think about the message of a song. - To compare two songs in the same style and talk using music vocabulary. - To talk about the musical dimensions working together in the Unit songs.
Year 6	To know and be able to talk about improvisation:	To know and be able to talk about:	To know and be able to talk about:	- To know and confidently sing five songs and their parts from memory, and to	- To know five songs from memory, who sang or wrote

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	- Improvisation is making up tunes on the spot. - To know that they can use some of the riffs and licks they have learnt in the Challenges in their improvisations. - To know three well-known improvising musicians. - Improvise using instruments in the context of a song to be performed. - Use the improvisation tracks provided on Charanga and improvise using the Bronze, Silver or Gold Challenges.	- A composition and that is has pulse, rhythm and pitch. - Notation. - 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. - Record the composition in any way appropriate.	- 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. - To know and be able to talk about: - Performing is sharing music with an audience. - They must sing or rap the words. - A performance involves communicating ideas, thoughts and feelings about the song/music - Play a musical instrument with the correct technique. - Select and learn an instrumental part that matches their musical challenge. - 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. - To choose what to perform and create a programme and record it. - To discuss and talk musically about it.	sing them with a strong internal pulse. - To know about the style of the songs. - To choose a song and be able to talk about: - o Its main features, singing in unison, solo, lead, rapping or backing vocals. - o To know what the song is about and the meaning of the lyrics. - To follow a leader when singing. - To listen to each other and be aware of how they fit into the group. - To sing with awareness of being 'in tune'.	them, when they were written and why? - To know the style of the songs and to name other songs from the Units in those styles. - To choose three or four other songs and be able to talk about: - o The style indicators, lyrics, musical dimensions and structure. - o Name some of the instruments used in the songs. - o The historical context of the songs. - o Know and talk about that fact that we each have a musical identity. - Know and be able to talk about: - How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together. - How to keep the internal pulse. - Musical Leadership. - To identify and move to the pulse with ease and think about the message of a song. - To compare two songs in the same style and listen carefully to other people's thoughts about music.
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