

Grange View C of E First School
Music Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4
L i s t e n a n d a p p r a i s e	<p>Know a simple song or nursery rhyme by heart.</p> <p>Respond to music by learning to enjoy moving to music through dancing, marching or being animals.</p>	<p>Know 5 songs off by heart.</p> <p>Understand what the songs are about.</p> <p>Recognise the sounds and some of the instruments used.</p> <p>Respond to music further by beginning to move to the music's beat through dancing, marching or being animals.</p>	<p>Know 5 songs off by heart as well as their musical style (folk, hip hop, jazz).</p> <p>Understand that songs have a chorus or a response/answer part.</p> <p>Recognise that songs tell a story or describe an idea.</p> <p>Respond to music further by beginning to move to the music's beat through dancing, marching, being animals or pop stars.</p>	<p>Know 5 songs from memory and who sang or wrote them as well as their musical style (folk, hip hop, jazz, classical)</p> <p>Understand and discuss one song and be able to talk about:</p> <ul style="list-style-type: none"> - Its lyrics: what the song is about - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the song (introduction, verse, chorus etc.) - Name some of the instruments they heard in the song <p>Recognise that the words of the song have meaning and what that meaning is.</p> <p>Respond to the music discussing how it makes you feel and listen to others thoughts about the music.</p> <p>Identify and move to the pulse with confidence.</p>	<p>Know 5 songs from memory and who sang or wrote them as well as their musical style (folk, hip hop, jazz, classical)</p> <p>Understand and discuss one song and be able to talk about:</p> <ul style="list-style-type: none"> - Some of its style indicators, the musical characteristics that give the song its style (classical music as opposed to pop music). - Its lyrics: what the song is about - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the song (introduction, verse, chorus etc.)

					<p>- Name some of the instruments they heard in the song</p> <p>Recognise and discuss the musical dimensions working together in the Unit songs, if the song gets louder in the chorus (dynamics).</p> <p>Respond to the music discussing how it makes you feel and listen to others thoughts about the music.</p> <p>Identify and move to the pulse with confidence.</p>
<p>Pe rf or m - si ng in g</p>	<p>Sing a song, from memory, in unison with others. Know that our voice can sing high and low notes changing our voice. Making different sounds with our voice (e.g. 'Old McDonald') Respond to others by repeating what is by a leader.</p>	<p>Sing 5 songs or raps, from memory, in unison with some confidence. Understand how our voice can sing notes of different pitches (high and low). Make different types of sounds with our voices (rap or say words in rhythm) Respond to others by stopping and starting singing following a leader.</p>	<p>Sing 5 songs from memory with confidence and in unison knowing that this means signing together. Understand that songs include other ways to use our voice for example rapping (spoken word). Make different types of sounds with our voices using different pitch and tone. Respond to others by stopping and starting singing following a leader with greater confidence. Find a comfortable singing position.</p>	<p>Sing in unison or in simple two parts, explore singing solo, awareness of being in tune and an awareness of the pulse internally when singing.</p> <p>Know that singing in a group is called a choir and that the person the choir or group follow is the leader or conductor. Understand that songs make us feel different things (happy, energetic, sad) and that singing together is fun,</p>	<p>Sing in unison or in simple two parts, explore singing solo, awareness of being in tune and an awareness of the pulse internally when singing.</p> <p>Know that singing in a group is called a choir and that the person the choir or group follows is the leader or conductor. Also, the texture of a solo singer is thinner than that of a larger group.</p>

				<p>but that we need to listen to each other.</p> <p>Recognise that when we sing it is important to warm up our voices.</p> <p>Find a good singing posture.</p> <p>Respond to others by following a leader.</p>	<p>Understand that songs make us feel different things (happy, energetic, sad) and that singing together is fun, but that we need to listen to each other.</p> <p>Recognise that when we sing it is important to warm up our voices.</p> <p>Find a good singing posture.</p> <p>Respond to others by following a leader and listening to the group when singing rejoining the song if lost.</p>
<p>Pe rf or m - in st ru m en ts</p>	<p>Play tuned and untuned instruments experimenting with sounds.</p>	<p>Know the names of the notes in their instrumental parts from memory or when written down. As well as the names of the instruments they are playing.</p> <p>Use their instrument with care and respect.</p> <p>Play a tuned instrumental part with the song being sung.</p> <p>Follow the musical instruction from a leader.</p>	<p>Know the names of the notes in their instrumental parts from memory or when written down. As well as the names of untuned percussion instruments.</p> <p>Use their instruments with care and respect.</p> <p>Play a tuned instrumental part that matches the musical challenge set in time with the steady pulse.</p> <p>Follow the musical instruction from a leader with greater confidence.</p>	<p>Know and discuss the instruments played in class (glockenspiel, recorder).</p> <p>Use instruments with care and respect.</p> <p>Play at least 1 part or up to 4 differentiated parts on a tuned instrument from memory or using notation.</p> <p>Rehearse and perform their part in the context of the unit song.</p> <p>Follow the musical instruction from a leader confidently listening carefully.</p>	<p>Know and discuss the instruments played in class (glockenspiel, recorder). As well as other instruments they might play, played in a band, orchestra or by their friends.</p> <p>Use instruments with care and respect.</p> <p>Play at least 1 part or up to 4 differentiated parts on a tuned instrument from memory or using notation.</p>

				<hr/> Learn an instrument with the Music Partnership Hub.	Rehearse and perform their part in the context of the unit song. Follow the musical instruction from a leader confidently listening carefully. Experience leading the playing making sure everyone plays in the playing section of the song. <hr/> Learn an instrument with the Music Partnership Hub.
I m p r o v i s a t i o n	Play tuned and untuned instruments experimenting with sounds.	Know that improvisation can be done by all and is a tune made up on the spot that has never been heard before and then belongs to them. It does not need to be written down. <u>3 improvisation challenges using call and response:</u> Listen - clap and improvise - listen and repeat the clap then listen and answer with your own clap. Sing - listen and sing back with your own singing answer.	Know that improvisation can be done by all and is a tune made up on the spot that has never been heard before and then belongs to them. It does not need to be written down. <u>3 improvisation challenges using call and response:</u> Listen - clap and improvise - listen and repeat the clap then listen and answer with	Know and discuss that improvisation is making up a tune of your own on the spot and when someone improvises they make up a tune never heard before and that it belongs to them. Understand that using 1 or 2 notes well is better than using 5 and that you cannot make a mistake if you improvise using the notes you are given. Improvise using instruments in the context of the song they are learning to perform and using the	Know and discuss that improvisation is making up a tune of your own on the spot and when someone improvises they make up a tune never heard before and that it belongs to them. You can also use some of the riffs you have heard in previous work in your improvisation. Understand that using 1 or 2 notes well is better than using 5 and that you cannot

		<p>Play - listen to the notes and play an answer of your own.</p>	<p>your own clap with confidence.</p> <p>Sing - listen and sing back with your own singing answer with confidence.</p> <p>Play - listen to the notes and play an answer of your own using more than one note.</p>	<p>improvisation tracks provided.</p> <p><u>Complete the Bronze, Silver or Gold Challenges:</u> Bronze: Copy Back - Listen and sing back. Play and improvise - using instruments, listen and play your own answer using one note. Improvise - take it in turns to improvise using one note. Silver: Sing, play and copy back - listen and copy back using instruments, using two different notes. Play and improvise - using your instruments, listen and play your own answer using one or two notes. Improvise - take it in turns to improvise using one or two notes. Gold: Sing, play and copy back - listen and copy back using instruments, using two different notes. Play and improvise - using your instruments, listen and play your own answer using two different notes. Improvise - take it in turns to improvise using three different notes.</p>	<p>make a mistake if you improvise using the notes you are given.</p> <p>Improvise using instruments in the context of the song they are learning to perform and using the improvisation tracks provided.</p> <p><u>Complete the Bronze, Silver or Gold Challenges:</u> Bronze: Copy Back - Listen and sing back melodic patterns. Play and improvise - using instruments, listen and play your own answer using one note. Improvise - take it in turns to improvise using one note. Silver: Sing, play and copy back - listen and copy back melodic patterns or using instruments, using two different notes. Play and improvise - using your instruments, listen and play your own answer using one or two notes. Improvise -</p>
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					<p>take it in turns to improvise using one or two notes.</p> <p><u>Gold</u>: Sing, play and copy back - listen and copy back using melodic patterns or instruments, using two different notes. Play and improvise - using your instruments, listen and play your own answer using two different notes. Improvise - take it in turns to improvise using three different notes.</p>
<p>Co m po sit io n</p>		<p>Know that composing is like writing a story with music and that anyone can do it. Create a simple melody using 1, 2 or 3 notes. Record a composition writing down the notes. Improve by knowing that a composition can be changed if necessary.</p>	<p>Know that composing is like writing a story with music and that anyone can do it. Create, with others, 3 simple melodies (across the units) using 1, 3 or 5 different notes. Record your compositions writing down the notes. Improve by knowing that a composition can be changed if necessary.</p>	<p>Know and discuss a composition as music that is created by you and kept in some way. Like writing a story that can be played or performed again to your friends. Record compositions in different ways (letter names, symbols, audio etc.) Create, with others, 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. Evaluate how it was created, listening to and reflecting on the developing</p>	<p>Know and discuss a composition as music that is created by you and kept in some way. Like writing a story that can be played or performed again to your friends. Record compositions in different ways (letter names, symbols, audio etc.) Create, with others, simple melodies using one, three or five different notes. Plan and create a section of music that can be</p>

				<p>composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo to improve the piece.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>performed within the context of the unit song.</p> <p>Evaluate how it was created, listening to and reflecting on the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo to improve the piece.</p> <p>Record the composition in any way appropriate that is different to what you have done previously recognising the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
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Final performance:

KS1

- Know that a performance is sharing music with an audience.
- Know that a performance can be a special occasion involving a class or the whole school.
- Know that an audience can include your parents or friends.

KS2

- Know that a performance doesn't have to be a drama! It can be to one person or to each other
- Know that you need to have planned everything that will be performed and that it is planned and different for each occasion.
- Sing or rap the words clearly and play with confidence
- Know that it involves communicating feelings, thoughts and ideas about the song/music.
- Know that the audience can include people you do not know.

EYFS

Sing a song learnt from the Scheme, or class and perform it.
Record the performance saying what you liked and disliked.

KS1

Choose a song learnt from the Scheme, or class and perform it.

Add your own ideas to the performance.

Record the performance and evaluate, saying how they feel about it.

KS2

Choose what to perform and create a programme.

Communicate the meaning of the words and clearly articulate them.

Discuss and decide the best place to be when performing and how to stand or sit.

Record the performance and say how they were feeling, what they were pleased with what they would change and why.

Present a musical performance designed to capture the audience (Year 4).