

Listen and appraise skills progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>	<p>Use musical words when talking about the songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
Listen and appraise knowledge progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To know ten nursery rhymes off by heart.</p>	<p>To know a song off by heart.</p>	<p>To know five songs off by heart.</p>	<p>To know five songs from memory and who sang them or wrote them.</p>	<p>To choose one song and be able to talk about:</p>	<p>To know five songs from memory, who sang or wrote them, when they were</p>	<p>To know five songs from memory, who sang or wrote them,</p>

	<p>To know the stories of some of the nursery rhymes.</p>	<p>To know what songs listened to are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song 	<p>Some of the style indicators of that song (musical characteristics that give the song its style).</p>	<p>written and, if possible, why?</p> <p>To know the style of five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> o Some of the style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the songs (intro, verse, chorus etc.) o Name some of the instruments they heard in the songs 	<p>when they were written and why?</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> o The style indicators of the songs (musical characteristics that give the songs their style) o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.) o Name some of the instruments used in the songs o The historical context of the songs. What else was going on at this time, musically and historically?
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						<ul style="list-style-type: none">o The historical context of the songs. What else was going on at this time?	<ul style="list-style-type: none">o Know and talk about that fact that we each have a musical identity
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Singing skills progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>ELG Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To re-join the song if lost.</p> <p>To listen to the group when singing.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p>	<p>Consolidate previous year groups</p>
Singing knowledge progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To sing the chorus or key refrain from a song and know this by heart.</p>	<p>To sing or rap nursery rhymes and simple songs from memory.</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>To confidently know and sing five songs from memory.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ○ Singing in a group can be called a choir 	<p>To know and be able to talk about:</p> <p>Texture: How a solo singer makes a</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them</p>	<p>To know about the style of the songs so you can represent the feeling and</p>

	<p>To know that songs have sections.</p>		<p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p>	<ul style="list-style-type: none"> o Leader or conductor: A person who the choir or group follow o Songs can make you feel different things e.g. happy, energetic or sad o Singing as part of an ensemble or large group is fun, but that you must listen to each other 	<p>thinner texture than a large group</p>	<p>with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <p>Its main features</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice</p>	<p>context to your audience</p>
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Playing skills progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create their own songs, or improvise a song around one they know</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG Perform songs, rhymes, poems and stories with others, and (when</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>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).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>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).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader</p>	<p>To treat instruments carefully and with respect.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>

	appropriate) try to move in time with music.				the playing section of the song	To lead a rehearsal session.	To lead a rehearsal session.
Playing knowledge progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To make sounds from a range of objects, including some instruments.	To know that performance is sharing music. To know that we can make sounds using instruments.	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.	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.	To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)	Know and be able to talk about: o The instruments used in class (a glockenspiel, recorder or xylophone). o Other instruments they might play or be played in a band or orchestra or by their friends.	To know and be able to talk about: o Different ways of writing music down – e.g. staff notation, symbols o The notes C, D, E, F, G, A, B + C on the treble stave o The instruments they might play or be played in a band or orchestra or by their friends	Know and be able to talk about: o Different ways of writing music down – e.g. staff notation, symbols o The notes C, D, E, F, G, A, B + C on the treble stave o The instruments they might play or be played in a band or orchestra or by their friends

Improvisation skills progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create their own songs, or improvise a song around one they know</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Use the improvisation tracks provided.</p> <p>Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>Use the improvisation tracks provided.</p> <p>Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes</p>	<p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>Using the improvisation tracks provided:</p> <ul style="list-style-type: none"> o Sing, Play and Copy Back o Listen and copy back using instruments, using two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. o Improvise! – Take it in turns to improvise using one or two notes. 	<p>Improvise using instruments in the context of a song they are learning to perform.</p> <p>Use the improvisation tracks provided:</p> <ul style="list-style-type: none"> o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. o Improvise! – Take it in turns to improvise using one or two notes. 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided:</p> <ul style="list-style-type: none"> o Play and Copy Back: Copy back using instruments. o Play and Improvise: Question and Answer using instruments. Use two notes in your answer. Always start on a G o Improvisation! You will be using up to three notes: – Improvise using two notes. 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise:</p> <ul style="list-style-type: none"> o Play and Copy Back:
Improvisation knowledge progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To engage with sound making for fun using voice and/or instruments.	To know that we can move with the pulse of the music.	Improvisation is about making up your own tunes on the spot.	Improvisation is making up your own tunes on the spot.	To know and be able to talk about improvisation:	To know and be able to talk about improvisation:	To know and be able to talk about improvisation:	To know and be able to talk about improvisation:

	<p>To know that the words of songs can tell stories and paint pictures.</p>	<p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise!</p>	<p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>	<p>o Improvisation is making up your own tunes on the spot</p> <p>o When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>o To know that using one or two notes confidently is better than using five</p> <p>o To know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>o Improvisation is making up your own tunes on the spot</p> <p>o When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>o To know that using one or two notes confidently is better than using five</p> <p>o To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>o To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>o Improvisation is making up your own tunes on the spot</p> <p>o When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>o To know that using one or two notes confidently is better than using five</p> <p>o To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>o To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>o To know three well-known improvising musicians</p>	<p>o Improvisation is making up your own tunes on the spot</p> <p>o When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>o To know that using one, two or three notes confidently is better than using five</p> <p>o To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>o To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</p> <p>o To know three well-known improvising musicians</p>
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Composition skills progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop their own ideas and then decide which materials to use to express them.	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Composition knowledge progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To engage with sound making for	To know that we can move with the pulse of the music.	Composing is like writing a story with music.	Composing is like writing a story with music.	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:

<p>fun using voice and/or instruments.</p>	<p>To know that the words of songs can tell stories and paint pictures.</p>	<p>Everyone can compose.</p>	<p>Everyone can compose.</p>	<p>o A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. o Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>oA composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. o Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>o A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. o A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure o Notation: recognise the connection between sound and symbol</p>	<p>o A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. o A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure o Notation: recognise the connection between sound and symbol</p>
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Performance skills progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<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>	<p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</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>	<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 venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<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 venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
Performance knowledge progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	A performance is sharing music.	A performance is sharing music with other people, called an audience.	A performance is sharing music with an audience.	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:

			<p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends.</p>	<p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>Performing is sharing music with an audience with belief</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>
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