

"That they may have life, life in all its fullness"

Knowledge and Skills Progression for Music

| <u>Strand</u> | Development | EYFS | Year I | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|--------------------------------|---------------------------|--------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------|---------------------------------|
| | <u>Matters</u> | | | | | | | |
| Listen and | Playing and | • To know | To know 5 songs | To know five | • To know five | To know five | To know five | To know five |
| Respond | <u>Learning</u> : | twenty | off by heart. | songs off by | songs from | songs from | songs from | songs from |
| | Introduce | nursery | To know what | heart. | memory and | memory and | memory, who | memory, who |
| | children to | rhymes off by | the songs are | To know some | who sang them | who sang them | sang or wrote | sang or wrote |
| | different | heart. | about. | songs have a | or wrote them. | or wrote them. | them, when | them, when they |
| | styles of | To know | To know and | chorus or a | To know the | To know the | they | were written and |
| | music and art. | the stories of | recognise the | response/answer | style of the five | style of the five | were written | why? |
| | Give them the | some of the | sound and names | part. | songs. | songs. | and, if possible, | To know the |
| | opportunity to | nursery | of some of the | To know that | • To choose | To choose one | why? | style of the |
| | observe | rhymes. | instruments they | songs have a | one song and | song and be | To know the | songs and to |
| | changes in | • To learn | use. | musical style. | be able to talk | able to talk | style of the five | name other |
| | living things in | that music | To learn how they | • To learn how | about: | about: | songs and to | songs from the |
| | the setting, | can touch | can enjoy moving | they can enjoy | o Its lyrics: | • Some of the | name other | Units in those |
| | and around | your feelings. | to music by | moving to music | what the song | style indicators | songs from the | styles. |
| | the local | • To enjoy | dancing, marching, | by dancing, | is about | of that song | Units in those | • To choose |
| | environment. Take children | moving to music by | being | marching, | ○ Any musical dimensions | (musical characteristics | styles. • To choose | three or four |
| | | , | animals or pop | being animals or pop stars. | featured in the | that | two or three | other songs and be able to talk |
| | to new places, like a local | dancing, marching, | stars. | • To learn how | song, and | give the song | other songs | about: |
| | theatre | being | | songs can tell a | where they | its style). | and be able to | ○ The style |
| | lilealie | animals or | | story or describe | are used | • The lyrics: | talk about: | indicators of the |
| | Expressive | Pop stars | | an idea. | (texture, | what the song | Some of the | songs (musical |
| | arts and | i op stars | | arridea. | dynamics, | is about. | style indicators | characteristics |
| | design: | | | | tempo, rhythm | Any musical | of the songs | that |
| | Listen | | | | and pitch) | dimensions | (musical | give the songs |
| | attentively, | | | | ○ Identify the | featured in the | characteristics | their style) |
| | move to and | | | | main sections | song and | that give the | ○ The lyrics: |
| | talk about | | | | of the song | where they are | songs their | what the songs |
| | music, | | | | (introduction, | used | style) | are about |
| | expressing | | | | verse, | (texture, | o The lyrics: | ○ Any musical |
| | their feelings | | | | chorus etc.) | dynamics, | what the songs | dimensions |
| | and | | | | ○ Name some | tempo, rhythm | are about | featured in the |
| | responses. | | | | of the | and pitch). | ○ Any musical | songs and |
| | | | | | instruments | Identify the | dimensions | where they |
| | Watch and | | | | they heard in | main sections | featured in the | are used |
| | talk about | | | | the song | of the song | songs and | (texture, |
| | dance and | | | | • To | (introduction, | where they | dynamics, |
| | performance | | | | confidently | verse, chorus | are used | tempo, rhythm, |
| | art, | | | | identify and | etc). | (texture, | pitch and |
| | expressing | | | | move to the | Name some | dynamics, | timbre) |
| | their feelings | | | | pulse. | of the | tempo, rhythm | o Identify the |
| | and | | | | • To think | instruments | and pitch) | structure of the |
| | responses. | | | | about what the | | | songs (intro, |



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| | | words of a | they heard in | o Identify the | verse, chorus |
|--|--|-----------------------------------|----------------------------|---------------------------------|---------------------------------|
| | | song mean. | the song. | main sections | etc.) |
| | | To take it in | • To | of the songs | ○ Name some of |
| | | turn to discuss | confidently | (intro, verse, | the instruments |
| | | how the song | identify and | chorus | used in the |
| | | makes them | move to the | etc.) | songs |
| | | feel. | pulse. | ○ Name some | ○ The historical |
| | | Listen | To talk about | of the | context of the |
| | | carefully and | the musical | instruments | songs. What |
| | | respectfully to | dimensions | they heard in | else was going |
| | | other people's | working | the songs | on at |
| | | thoughts about | together in the | ○ The historical | this time, |
| | | the | Unit | context of the | musically and |
| | | music | songs e.g. if | songs. What | historically? |
| | | | the song gets | else was going | ○ Know and talk |
| | | | louder in the | on at | about that fact |
| | | | chorus | this time? | that we each |
| | | | (dynamics). | To identify | have a musical |
| | | | Talk about | and move to | identity |
| | | | the music and | the pulse with | To identify |
| | | | how it makes | ease. | and move to the |
| | | | them feel. | To think | pulse with ease. |
| | | | Listen | about the | • To think about |
| | | | carefully and | message of | the message of |
| | | | respectfully to | songs. | songs. |
| | | | other people's | To compare | To compare |
| | | | thoughts about | two songs in | two songs in the |
| | | | the | the same style, | same style, |
| | | | music. | talking about | talking about |
| | | | When you | what stands | what stands |
| | | | talk try to use | out musically in | out musically in |
| | | | musical words. | each of them, | each of them, |
| | | | | their similarities | their similarities |
| | | | | and | and differences. |
| | | | | differences. | Listen |
| | | | | Listen | carefully and |
| | | | | carefully and | respectfully to |
| | | | | respectfully to | other people's |
| | | | | other people's | thoughts about |
| | | | | thoughts about | the |
| | | | | the | music. |
| | | | | music. | Use musical |
| | | | | When you | words when |
| | | | | talk try to use | talking about the |
| | | | | musical words. | songs. |



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| [| | | | | | | | To talk about | To talk about |
|---|-------------|----------------|---------------------------|-------------------------------------|----------------------------------|------------------------------|--------------------------------|---------------------------------|--------------------------------|
| | | | | | | | | the musical | the musical |
| | | | | | | | | dimensions | dimensions |
| | | | | | | | | working | working together |
| | | | | | | | | together in the | in the Unit |
| | | | | | | | | Unit | songs. |
| | | | | | | | | songs. | Talk about the |
| | | | | | | | | Talk about | music and how |
| | | | | | | | | the music and | it makes you |
| | | | | | | | | how it makes | feel, using |
| | | | | | | | | you feel. | musical |
| | | | | | | | | | language to |
| | | | | | | | | | describe the |
| | | | | | | | | | music. |
| - | Explore and | Explore and | To know that | To know that music | To know that | Know how to | Know and be | Know and be | Know and be |
| | Create | engage in | we can move | has a steady pulse, | music has a | find and | able to talk | able to talk | able to talk |
| | (Musical | music making | with the | like a heartbeat. | steady pulse, | demonstrate | about: | about: | about: |
| | Activities | and dance, | pulse of the | To know that we | like a heartbeat. | the pulse. | How pulse, | How pulse, | How pulse, |
| | | performing | music. | can create rhythms | To know that | Know the | rhythm and | rhythm, pitch, | rhythm, pitch, |
| | | solo or in | To know | from words, our | we can create | difference | pitch work | tempo, | tempo, |
| | | groups. | that the | names, favourite | rhythms from | between pulse | together | dynamics, | dynamics, |
| | | | words of | food, colours and | words, our | and rhythm. | Pulse: | texture and | texture and |
| | | ELG | songs can | animals. | names, favourite | Know how | Finding the | structure work | structure |
| | | Perform | tell stories | There are | food, colours | pulse, rhythm | pulse – the | together and | work together to |
| | | songs with | and paint | progressive Warm- | and animals. | and pitch work | heartbeat of | how they | create a song or |
| | | others and try | pictures. | up Games and | Rhythms are | together to | the music | connect in a | music |
| | | to move in | There are | Challenges within | different from the | create a song. | Rhythm: the | song | How to keep |
| | | time with | progressive | each Unit that | steady pulse. | Know that | long and short | How to keep | the internal |
| | | music. | Music | embed pulse, | We add high | every piece of | patterns over | the internal | pulse |
| | | | Activities | rhythm and pitch. | and low sounds, | music has a | the pulse | pulse | Musical |
| | | | within each | Children will | pitch, when we | pulse/steady | Know the | Musical | Leadership: |
| | | | unit that | complete the | sing and play our | l . | difference | Leadership: | creating musical |
| | | | embed pulse, | following in | instruments. | Know the | between pulse | creating | ideas for the |
| | | | rhythm and | relation to the main | There are | difference | and rhythm | musical ideas | group to copy or |
| | | | pitch. | song: | progressive | between a | Pitch: High | for the group to | respond to |
| | | | Children | Game 1 – Have | Warm-up Games | musical | and low sounds | copy or | Using the Warm |
| | | | listen to and | Fun Finding The | and Challenges | question and | that create | respond to | up Games |
| | | | work with the | Pulse! | within each Unit | an answer. | melodies | Using the | tracks provided, |
| | | | Games Track | Find the pulse. | that | Using the | How to keep | Warm-up | complete the |
| | | | to | Choose an animal | embed pulse, | Warm-up | the internal | Games tracks | Bronze, Silver |
| | | | complete the | and find the pulse | rhythm and | Games tracks | pulse | provided, | and |
| | | | following in | • Game 2 – | pitch. Children | provided, | Musical | complete the | Gold |
| | | | relation to the | Rhythm Copy Back | will complete the | complete the | Leadership: | Bronze, Silver | Challenges. |
| | | | main song: | Listen to the | following in | Bronze, Silver | creating | and | Children will |
| | | | • Activity A | rhythm and clap | relation to the | and | musical ideas | Gold | complete the |
| | | | Games Track | back. Copy back | main song: | | | Challenges. | following in |



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| | | | | | | <u> </u> |
|--------------------------------|-------------------------------------|------------------------------|-----------------------|------------------|-------------------|--------------------------|
| Find the | short rhythmic | ● Game 1 – | Gold | for the group to | Children will | relation to the |
| pulse by | phrases | Have Fun | Challenges. | copy or | complete the | main |
| copying a | based on words, | Finding the | Children will | respond to | following in | song, using |
| character in a | with one and two | Pulse! | complete the | Using the | relation to the | three notes: |
| nursery | syllables whilst | Find the pulse. | following in | Warm-up | main | Bronze |
| rhyme, | marching to the | Choose an | relation to the | Games tracks | song, using | Challenge |
| imagining | steady beat. | animal and find | main | provided, | three notes: | o Find the pulse |
| a similar | • Game 3 – | the pulse. | song, using two | complete the | Bronze | ○ Copy back |
| character or | Rhythm Copy | • Game 2 – | notes: | Bronze, Silver | Challenge | rhythms based |
| object and | Back, Your Turn | Rhythm Copy | 1. Find the | and | ○ Find the | on the words of |
| finding | Create rhythms for | Back | Pulse | Gold | pulse | the main song, |
| different | others to copy | Listen to the | 2. Rhythm | Challenges. | ○ Copy back | that |
| ways to keep | • Game 4 – Pitch | rhythm and clap | Copy Back: | Children will | rhythms based | include |
| the | Copy Back and | back. Copy back | a. Bronze: Clap | complete the | on the words of | syncopation/off |
| pulse. | Vocal Warm-up 1 | short rhythmic | and say back | following in | the main song, | beat |
| Activity B | Listen and sing | phrases | rhythms | relation to the | that | ○ Copy back |
| Copycat | back. Use your | based on words, | b. Silver: | main | include | one-note riffs |
| Rhythm | voices to copy | with one and two | Create your | song, using two | syncopation/off | using simple |
| Copy basic | back using 'la', | syllables whilst | own simple | notes: | beat | and syncopated |
| rhythm | whist | marching the | rhythm patterns | 1. Find the | ○ Copy back | rhythm |
| patterns of | marching to the | steady beat. | c. Gold: | Pulse | one-note riffs | patterns |
| single words, | steady beat | • Game 3 – | Perhaps lead | 2. Rhythm | using simple | • Silver |
| building to | Game 4a – Pitch Game 4a – Pitch | Rhythm Copy | the class using | Copy Back: | and | Challenge |
| short phrases | Copy Back and | Back, Your Turn | their simple | a. Bronze: Clap | | o Find the pulse |
| from the | Vocal Warm-up 2 | 1 | rhythms | and say back | syncopated rhythm | Lead the class |
| _ | • | Create rhythms for others to | 3. Pitch Copy | rhythms | patterns | |
| song/s. | Listen and sing | | ' ' | b. Silver: | • Silver | by inventing |
| Activity C | back, and some different vocal | copy. ● Game 4 – | Back Using 2 Notes | | | rhythms for |
| High and | | | | Create your | Challenge | others to copy |
| Low | warm-ups. Use | Pitch Copy Back | a. Bronze: | own simple | ○ Find the | back |
| Explore high | your | and Vocal | Copy back – | rhythm patterns | pulse | ○ Copy back |
| and low | voices to copy | Warm-up 1 | 'Listen and sing | c. Gold: | ○ Lead the | two-note riffs by |
| using voices | back using 'la' | Listen and sing | back' (no | Perhaps lead | class by | ear and with |
| and sounds | | back. Use your | notation) | the class using | inventing | notation |
| of characters | | voices to copy | b. Silver: Copy | their simple | rhythms for | Question and |
| in the | | back using 'la', | back with | rhythms | others to copy | answer using |
| songs. Listen | | whilst | instruments, | 3. Pitch Copy | back | two different |
| to high- | | marching the | without then | Back Using 2 | ○ Copy back | notes |
| pitched and | | steady beat. | with notation | Notes | two-note riffs | • Gold |
| low-pitched | | • Game 4a – | c. Gold: Copy | a. Bronze: | by ear and with | Challenge |
| sounds on a | | Pitch Copy Back | back with | Copy back – | notation | • Find the pulse |
| glockenspiel. | | and Vocal | instruments, | Listen and sing | ○ Question and | Lead the class |
| Activity D | | Warm-up 2 | without and | back' (no | answer using | by inventing |
| Create Your | | Listen and sing | then with | notation) | two different | rhythms for |
| Own Sounds | | back, and some | notation | b. Silver: Copy | notes | them to copy |
| Invent a | | different vocal | 4. Pitch Copy | back with | Gold | back |
| pattern using | | | Back and Vocal | instruments, | Challenge | |



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| | | one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. • Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns. | | warm-ups. Use your voices to copy back using 'la'. | Warm-ups aural memory. Children can: a. find the beat in a piece of music; b. explain the tempo, dynamics and duration of a piece of music; c. begins to recognise some orchestral instruments in a piece of music. | without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups | Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes | Copy back three-note riffs by ear and with notation Question and answer using three different notes |
|---------|--|--|---|--|--|--|---|---|
| Singing | Sing in a group or on their own, increasingly matching pitch and following the melody. ELG Sing a range of well-known nursery rhymes and songs. | To sing or rap nursery rhymes and simple songs from memory. Songs have sections. To sing along with a pre-recorded song and add actions. To sing along with the backing track. | 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). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. | To confidently know and sing five 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 of different | To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g., happy, energetic or sad Singing as part of an ensemble or large group is | To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g., happy, energetic or sad Singing as part of an ensemble or large group is | 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: • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping | 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: Its main features |



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| | | mitala a /lainda a l | f | f ht tl t | . Ta los | Cim min ! |
|--|--|-------------------------------------|--------------------------------|----------------------------------|---------------------------------|-------------------------------|
| | | pitches (high and | | fun, but that | ○ To know | ○ Singing in |
| | | low). | you must | you must | what the song | unison, the solo, |
| | | • Learn that they | listen to each | listen to each | is about and | lead vocal, |
| | | can make | other | other | the meaning of | backing vocals |
| | | different types of | To know why | Texture: How | the lyrics | or |
| | | sounds with their | you must warm | a solo singer | ○ To know and | rapping |
| | | voices – | up your voice | makes a | explain the | ○ To know what |
| | | you can rap | To sing in | thinner texture | importance of | the song is |
| | | (spoken word | unison and in | than a large | warming up | about and the |
| | | with rhythm). | simple two- | group | your voice | meaning of the |
| | | Learn to find a | parts. | To know why | To sing in | lyrics |
| | | comfortable | ● To | you must warm | unison and to | ○ To know and |
| | | singing position. | demonstrate a | up your voice | sing backing | explain the |
| | | Learn to start | good singing | ● To sing in | vocals. | importance of |
| | | and stop singing | posture. | unison and in | To enjoy | warming up your |
| | | when following a | ● To follow a | simple two- | exploring | voice |
| | | leader. | leader when | parts. | singing solo. | To sing in |
| | | | singing. | ● To | To listen to the | unison and to |
| | | | To enjoy | demonstrate a | group when | sing backing |
| | | | exploring | good singing | singing. | vocals. |
| | | | singing solo. | posture. | To | ● To |
| | | | To sing with | To follow a | demonstrate a | demonstrate a |
| | | | awareness of | leader when | good singing | good singing |
| | | | being 'in tune'. | singing. | posture. | posture. |
| | | | To have an | To enjoy | To follow a | To follow a |
| | | | awareness of | exploring | leader when | leader when |
| | | | the pulse | singing solo. | singing. | singing. |
| | | | internally when | To sing with | • To | To experience |
| | | | singing | awareness of | experience | rapping and solo |
| | | | | being 'in tune'. | rapping and | singing. |
| | | | | To re-join the | solo singing. | To listen to |
| | | | | song if lost. | To listen to | each other and |
| | | | | To listen to | each other and | be aware of how |
| | | | | the group when | be aware of | you fit into the |
| | | | | singing | how you fit into | group. |
| | | | | | the group. | ● To sing with |
| | | | | | To sing with | awareness of |
| | | | | | awareness of | being 'in tune |
| | | | | | being 'in tune'. | |



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| Playing | | Learn the | To know and | To know and | To know and | To know and be |
|---------|--|--------------------------------------|----------------------------------|-------------------|----------------------------------|------------------------------------|
| | | names of the | be able to talk | be able to talk | be able to talk | able to talk |
| | | notes in their | about: | about: ● The | about: | about: |
| | | instrumental part | ● The | instruments | Different | Different ways |
| | | from memory | instruments | used in class (a | ways of writing | of writing music |
| | | or when written | used in class (a | glockenspiel, | music down – | down – e.g., |
| | | down. | glockenspiel, a | recorder or | e.g., staff | staff notation, |
| | | Know the | recorder) | xylophone). ● | notation, | symbols |
| | | names of | To treat | Other | symbols | The notes C, |
| | | untuned | instruments | instruments | The notes C, | D, E, F, G, A, B |
| | | percussion | carefully and | they might play | D, E, F, G, A, B | + C on the |
| | | instruments | with respect. | or be played in | + C on the | treble stave |
| | | played in class. | Play anyone, | a band or | treble stave | The |
| | | ● Treat | or all of four, | orchestra or by | ● The | instruments they |
| | | instruments | differentiated | their friends. ● | instruments | might play or be |
| | | carefully and | parts on a | To treat | they might play | played in a band |
| | | with respect. | tuned | instruments | or be played in | or orchestra |
| | | ● Learn to play a | instrument – | carefully and | a band or | or by their |
| | | tuned | a one-note, | with respect. ● | orchestra or | friends |
| | | instrumental part | simple or | Play anyone, or | by their friends | Play a musical |
| | | that matches | medium part or | all four, | ● Play a | instrument with |
| | | their musical | the melody of | differentiated | musical | the correct |
| | | challenge, using | the song) from | parts on a | instrument with | technique within |
| | | one of the | memory or | tuned | the correct | the |
| | | differentiated | using notation. | instrument – a | technique | context of the |
| | | parts (a one- | To rehearse | one-note, | within the | Unit song. |
| | | note, simple or | and perform | simple or | context | Select and |
| | | medium part). | their part within | medium part or | of the Unit | learn an |
| | | Play the part in | the context of | the melody of | song. | instrumental |
| | | time with the | the Unit song. | the song from | Select and | part that |
| | | steady pulse. | To listen to | memory or | learn an | matches their |
| | | Listen to and | and follow | using notation. | instrumental | musical |
| | | follow musical | musical | To rehearse | part that | challenge, using |
| | | instructions from | instructions | and perform | matches their | one of the |
| | | a leader. | from a leader | their part within | musical | differentiated |
| | | | | the context of | challenge, | parts – a one- |
| | | | | the Unit song. | using one of | note, simple |
| | | | | To listen to | the | or medium part |
| | | | | and follow | differentiated | or the melody of |
| | | | | musical | parts – a one- | the song from |
| | | | | instructions | note, simple or | memory or |
| | | | | from a leader. | medium part or | using |
| | | | | ● To . | the melody of | notation. |
| | | | | experience | the song from | To rehearse |
| | | | | leading the | memory or | and perform |
| | | | | playing by | using | their part within |



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| | | | | making sure everyone plays in the playing section of the song. | 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. | the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. |
|-------|---|---|--|--|---|--|
| Share | A performance is sharing music. • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about | 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 | | | | |



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| | instructions from a leader. | | | | |
|---------------|---|---|---|---|--|
| Improvisation | Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise! Use the improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 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. 3. Improvise! – Take it in turns to improvise using one or two notes | Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes. Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise — Listen and clap your own answer (rhythms of words). 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. | To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them 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 Improvise using the notes you are learning to perform. Using the improvisation tracks provided, | To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. 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 the Challenges in your improvisations To know three well- | To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, 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 and licks you have learnt in the Challenges in your improvisations To know three well-known |
| | | | i providou, | LITTO WOII | 1 |



"That they may have life, life in all its fullness"

Knowledge and Skills Progression for Music

| | | | | |
|------------------|------------------------------|------------------|------------------|-------------------|
| 3. Improvise! – | children will | the context of a | known | improvising |
| Take it in turns | complete the | song they are | improvising | musicians |
| to improvise | Bronze, Silver | learning to | musicians | Improvise using |
| using one or two | or Gold | perform. Use | Improvise using | instruments in |
| notes | Challenges: | the | instruments in | the context of a |
| | Bronze | improvisation | the context of a | song to be |
| | Challenge: | tracks provided | song to be | performed. Use |
| | ○ Copy Back – | and improvise | performed. Use | the |
| | Listen and sing | using the | the | improvisation |
| | back | Bronze, Silver | improvisation | tracks provided |
| | ○ Play and | or Gold | tracks provided | and improvise |
| | Improvise – | Challenges. | and improvise | using the |
| | Using | Bronze | using the | Bronze, Silver or |
| | instruments, | Challenge: | Bronze, Silver | Gold |
| | listen and play | ○ Copy Back – | or Gold | Challenges. |
| | your | Listen and sing | Challenges. | 1. Play and |
| | own answer | back melodic | 1. Play and | Copy Back |
| | using one note. | patterns | Copy Back | ∘ Bronze – |
| | ○ Improvise! – | ∘ Play and | ∘ Bronze – | Copy back using |
| | Take it in turns | Improvise – | Copy back | instruments. |
| | to improvise | Using | using | Use one note. |
| | using one note. | instruments, | instruments. | ○ Silver – Copy |
| | Silver | listen and play | Use one note. | back using |
| | Challenge: | your | ∘ Silver – Copy | instruments. |
| | ○ Sing, Play | own answer | back using | Use the two |
| | and Copy Back | using one note. | instruments. | notes. |
| | Listen and | ∘ Improvise! – | Use the two | ○ Gold – Copy |
| | copy back | Take it in turns | notes. | back using |
| | using | to improvise | ○ Gold – Copy | instruments. |
| | instruments, | using one note. | back using | Use the three |
| | using two | • Silver | instruments. | notes. |
| | different notes. | Challenge: | Use the three | 2. Play and |
| | ○ Play and | ∘ Sing, Play | notes. | Improvise You |
| | Improvise – | and Copy Back | 2. Play and | will be using up |
| | Using your | - Listen and | Improvise You | to three notes: |
| | instruments, | copy back | will be using up | ∘ Bronze – |
| | listen and play | using | to three notes: | Question and |
| | your own | instruments, | ∘ Bronze – | Answer using |
| | answer using | using two | Question and | instruments. |
| | one or two | different notes. | Answer using | Use one |
| | notes. | ○ Play and | instruments. | note in your |
| | ○ Improvise! – | Improvise – | Use one | answer. |
| | Take it in turns | Using your | note in your | ○ Silver – |
| | to improvise | instruments, | answer. | Question and |
| | using one or | listen and play | ○ Silver – | Answer using |
| | | | | |



"That they may have life, life in all its fullness"

Knowledge and Skills Progression for Music

| | | | | | |
|------|------|--------------------------------|--------------------------------|-------------------|--------------------|
| | | notes. | your own | Answer using | instruments. |
| | | Gold | answer using | instruments. | Use two |
| | | Challenge: | one or two | Use two | notes in your |
| | | Sing, Play | notes. | notes in your | answer. Always |
| | | and Copy Back | ○ Improvise! – | answer. Always | start on a G. |
| | | Listen and | Take it in turns | start on a G. | ○ Gold – |
| | | copy back | to improvise | ○ Gold – | Question and |
| | | using | using one or | Question and | Answer using |
| | | instruments, | two | Answer using | instruments. |
| | | two different | notes. | instruments. | Use three |
| | | notes. | Gold | Use three | notes in your |
| | | Play and | Challenge: | notes in your | answer. Always |
| | | Improvise – | ○ Sing, Play | answer. Always | start on a G. |
| | | Using your | and Copy Back | start on a G. | 3. Improvisation! |
| | | instruments, | Listen and | 3. | You will be |
| | | listen and play | copy back | Improvisation! | using up to |
| | | your own | using | You will be | three notes. The |
| | | answer using | instruments, | using up to | notes will be |
| | | two different | two different | three notes. | provided on- |
| | | notes. | notes. | The notes will | screen and in |
| | | ○ Improvise! – | ○ Play and | be | the lesson plan: |
| | | Take it in turns | Improvise – | provided on- | ∘ Bronze – |
| | | to improvise | Using your | screen and in | Improvise using |
| | | using three | instruments, | the lesson | one note. |
| | | different | listen and play | plan: | ○ Silver – |
| | | notes. | your own | ○ Bronze – | Improvise using |
| | | | answer using | Improvise using | two notes. |
| | | | two different | one note. | ○ Gold – |
| | | | notes. | ○ Silver – | Improvise using |
| | | | ○ Improvise! – | Improvise using | three notes. |
| | | | Take it in turns | two notes. | Classroom Jazz |
| | | | to improvise | ○ Gold – | 2 – Improvise |
| | | | using three | Improvise using | with a feeling for |
| | | | different | three notes. | the style of |
| | | | notes. | Classroom | Bossa Nova and |
| | | | | Jazz 2 – | Swing using the |
| | | | | Improvise with | notes D, E, G, A |
| | | | | a feeling for the | + B (pentatonic |
| | | | | style of Bossa | scale/a five-note |
| | | | | Nova and | pattern) |
| | | | | Swing using | |
| | | | | the notes D, E, | |
| | | | | G, A + B | |
| | | | | (pentatonic | |
| | | | | scale/a five- | |
| | | | | note pattern) | |



"That they may have life, life in all its fullness"

Knowledge and Skills Progression for Music

| _ | <u> </u> | 1 - | T - | T | 1 | T | T |
|-------------|----------|--------------------------------------|-----------------------------------|---------------------------------|---------------------------------|---------------------------------|-----------------------------------|
| Composition | | Composing is | Composing is | To know and | To know and | To know and | To know and be |
| | | like writing a story | like writing a | be able to talk | be able to talk | be able to talk | able to talk |
| | | with music. | story with music. | about: | about: | about: | about: |
| | | Everyone can | Everyone can | • A | • A | • A | • A |
| | | compose. | compose. | composition: | composition: | composition: | composition: |
| | | Help to create a | Help create | music that is | music that is | music that is | music that is |
| | | simple melody | three simple | created by you | created by you | created by you | created by you |
| | | using one, two or | melodies with | and kept in | and kept in | and kept in | and kept in |
| | | three notes. | the Units using | some way. It's | some way. It's | some way. It's | some way. |
| | | Learn how the | one, three or | like writing a | like writing a | like writing a | It's like writing a |
| | | notes of the | five different | story. It can be |
| | | composition can be | notes. | played or | played or | played or | played or |
| | | written down and | Learn how the | performed | performed | performed | performed again |
| | | changed if | notes of the | again to your | again to your | again to your | to your |
| | | necessary | composition can | friends. | friends. | friends. | friends. |
| | | | be written down | Different | Different | • A | A composition |
| | | | and | ways of | ways of | composition | has pulse, |
| | | | changed if | recording | recording | has pulse, | rhythm and pitch |
| | | | necessary. | compositions | compositions | rhythm and | that work |
| | | | | (letter names, | (letter names, | pitch that work | together and are |
| | | | | symbols, | symbols, | together and | shaped by |
| | | | | audio etc.) | audio etc.) | are | tempo, |
| | | | | Help create | Help create | shaped by | dynamics, |
| | | | | at least one | at least one | tempo, | texture and |
| | | | | simple melody | simple melody | dynamics, | structure |
| | | | | using one, | using one, | texture and | Notation: |
| | | | | three or five | three or all five | structure | recognise the |
| | | | | different notes. | different notes. | Notation: | connection |
| | | | | Plan and | Plan and | recognise the | between sound |
| | | | | create a | create a | connection | and symbol |
| | | | | section of | section of | between sound | Create simple |
| | | | | music that can | music that can | and symbol | melodies using |
| | | | | be performed | be performed | Create | up to five |
| | | | | within the | within the | simple | different notes |
| | | | | context of the | context of the | melodies using | and simple |
| | | | | unit song. | unit song. | up to five | rhythms that |
| | | | | Talk about | Talk about | different notes | work musically |
| | | | | how it was | how it was | and simple | with the style of |
| | | | | created. | created. | rhythms that | the Unit song. |
| | | | | Listen to and | Listen to and | work musically | Explain the |
| | | | | reflect upon the | reflect upon the | with the style of | keynote or |
| | | | | developing | developing | the Unit song. | home note and |
| | | | | composition | composition | Explain the | the structure of |
| | | | | and make | and make | keynote or | the melody. |
| | | | | musical | musical | home note and | Listen to and |
| | | | | decisions about | decisions about | | reflect upon the |



"That they may have life, life in all its fullness"

Knowledge and Skills Progression for Music

| | | | | 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). | 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) | 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). | 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). |
|-------------|---|----------------------------------|---------------------------------|---|--|--|---|
| Performance | 9 | A performance is | A performance is | To know and | To know and | To know and | To know and be |
| | | sharing music with other people, | sharing music with an | be able to talk about: | be able to talk about: | be able to talk about: | able to talk about: |
| | | called an audience. | audience. | Performing is | Performing is | Performing is | Performing is |
| | | Choose a song | A performance | sharing music | sharing music | sharing music | sharing music |
| | | they have learnt | can be a special | with other | with other | with other | with an |
| | | from the Scheme | occasion and | people, an | people, an | people, an | audience with |
| | | and perform it. | involve a class, a | | audience | audience | belief |
| | | They can add | year | • A | • A | • A | • A |
| | | their ideas to the | group or a whole | performance | performance | performance | performance |
| | | performance. • Record the | school. • An audience | doesn't have to be a drama! It | doesn't have to be a drama! It | doesn't have to be a drama! It | doesn't have to be a drama! It |
| | | performance and | can include your | can be to one | can be to one | can be to one | can be to one |
| | | say how they were | parents and | person or | person or | person or | person or |
| | | feeling about it. | friends. | to each other | to each other | to each other | to each other |
| | | | Choose a song | You need to | You need to | Everything | Everything |
| | | | they have learnt | know and have | know and have | that will be | that will be |
| | | | from the Scheme | planned | planned | performed must | performed must |
| | | | and perform it. ■ They can add | everything that will be | everything that will be | be planned and learned | be planned and learned |
| | | | their ideas to the | performed | performed | You must | • You must sing |
| | | | performance. | | | sing or rap the | or rap the words |



"That they may have life, life in all its fullness"

Knowledge and Skills Progression for Music

| performance and say how they were feeling about it. Second Se | | | ı | T | T | T |
|--|--|-----------------|-----------------|-----------------------------------|----------------|--------------------------------|
| words clearly and play with confidence on he a special can be a special can be a special can be a special can be a special concasion and involve an audience including of people, you don't know of the words and different for each occasion of the words and ideas about the song/music or To talk about the best place to be when performance and learly articulate them. * To talk about the performance and confidence on the words and clearly articulate them. * To talk about the performance and company of the words and clearly articulate them. * To talk about the performance and company of the words and clearly articulate them. * To talk about the performance and company of the words and clearly articulate them. * To talk about the performance and company of the words and clearly articulate them. * To talk about the performance and company of the words and clearly articulate them. * To talk about the performance and company of the words and clearly articulate them. * To talk about the performance and company of the words and clearly articulate them. * To talk about the performance and company and company of the words and clearly articulate them. * To talk about the performance and company and company of the words and clearly articulate them. * To talk about the performance and company and company and company the performance and company to the performance and company to the performance. * To record the performance and company to to perpetormance. * To talk about the performance and company to the performance. * To talk about the performance and company to the performance. * To record the performance and company to the performance. * To record the performance and company to the performance. * To record the performance and company to the performance. * To record the performance and company to the performance. * To record the performance and company to the performance. * To record the performance. * To record the performance and company to the performance. * To record the performance. * To record the p | | | | | | clearly and play |
| were feeling about it. and play with confidence A performance can be a special occasion and involve an audience including of people, you don't know en audience including of people, you don't know en audience and different for each occasion I ti splanned and different for each occasion I ti molves I ti splanned and different for each occasion I ti molves I ti problem en eleilings, thoughts and ideas about the song/music To choose what to perform ance can be a special occasion and involve an audience including of people, you don't know en audience and different for each occasion I ti molves I ti splanned and different of cre each occasion I ti molves I ti splanned and different of cre each occasion I ti molves I ti splanned and different of cre each occasion I ti molves I ti splanned and different of cre each occasion I ti molves I ti splanned and different of cre each occasion I to recent the meaning of the words and clearly articulate them. To talk about the best place to be when and clearly articulate them. To talk about the best place to be when and or sit. I to record the performance and be a special or can be a special or | | performance and | sing or rap the | sing or rap the | and play with | with confidence |
| about it. Confidence A Performance can be a special occasion and involve an audience including of people, you don't know It is planmed and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music To choose what to perform and create a programme. To talk about the be when performance and clearly articulate them eaning of the words and clearly articulate them. To talk about the bow them performance and say how to use it to be when performance and compare it to be when performance and can be a special occasion and involve an audience involves an audience including of people, you don't know occasion and involve an audience including of people, you don't know occasion and involve an audience including of people, you don't know of the people, you don't know exit to performance and different for each occasion and involve an audience including of people, you don't know of the performance and different for each occasion and involve an audience including of people, you don't know of the people, you don't know of the people, you don't know of the performance involves communicating feelings, thoughts and ideas about the song/music of the words and different of cocasion and involve an audience involves and addifferent for each occasion and involve an audience involves and addifferent for each occasion and involve an audience involves and addifferent for each occasion and involve an audience involves and addifferent for each occasion and involve an audience involves and addifferent for each occasion and involve an audience involves and addifferent for each occasion and involve an audience involves and addifferent for each occasion and involve an audience involves and addifferent for each | | say how they | words clearly | words clearly | confidence | • A |
| about it. Confidence | | were feeling | and play with | and play with | • A | performance |
| performance can be a special occasion and involve an audience including of people, you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music • To communicate the meaning of the words and clearly articulate them. • To talk about the berformance to me for mance on the performance and special occasion and oncasion and involve an audience including of people, you don't know • It is planned and different of each occasion • It involves communicating feelings, thoughts and ideas about the song/music • To choose what to perform and create a programme. • To a lalk about the best place to be when performance and special occasion and involve an audience including of people, you don't know • It is planned and different of or each occasion occasion • It involves communicating ideas 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 best place to be when performance and communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to stand or sit. • To record the performance and special occasion and audience including of people, you don't know • It is planned and different of or each occasion occasion occasion occasion occasion • It involves occasion • It involves occasion • A performance involves communicate the song/music • To choose what to perform and create a programme. • 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 the clearly articulate them. • To talk about the venue and the performance and capare it to a previous and talk involves and the performance. • To discuss and talk involves and sudience including of ont know occasion occasio | | about it. | confidence | | performance | can be a special |
| special specia | | | • A | • A | can be a | occasion and |
| can be a special special special involve an audience including of people, you audience including of people, you don't know of the people, you don't know of and different of reach occasion occa | | | performance | performance | special | involve an |
| occasion and involve an audience including of people, you don't know It is planned and different for each and different for each occasion It involves communicating feelings, thoughts and ideas 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 best place to be when performance and son the words and how to usan to a previous performance and son who to use it to be performance and compare it the volume and performance and son the words and clearly articulate them. To record the performance and say how to the set of the words and how to stand or involve and including of people, you don't know of including of people, you don't know of including of people, you don't know of this planned and different for each occasion It is planned and different for each occasion It involves communicating feelings, thoughts and ideas 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 set effect. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the subset effect. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk ab | | | ' | · | · | audience |
| occasion and involve an audience including of people, you don't know It is planned and different for each and different for each occasion It involves communicating feelings, thoughts and ideas 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 best place to be when performance and son the words and how to usan to a previous performance and son who to use it to be performance and compare it the volume and performance and son the words and clearly articulate them. To record the performance and say how to the set of the words and how to stand or involve and including of people, you don't know of including of people, you don't know of including of people, you don't know of this planned and different for each occasion It is planned and different for each occasion It involves communicating feelings, thoughts and ideas 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 set effect. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the subset effect. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk ab | | | special | special | involve an | including of |
| involve an audience and each occasion of people, you don't know of the people, you don't know of different for each occasion for each occasion involves communicating the performance with the best place the performance and different for each occasion involves communicating the performance what to perform and ideas about the song/music on performance and sout the song/music on To choose what to perform and careate a programme. • To choose what to perform and create a programme on the words and clearly acquired the meaning of the words and clearly acquired the meaning of the words and clearly acquired the performance and subtract the people people, you don't p | | | ' | · | | _ |
| audience including of people, you don't know • It is planned and different for each occasion | | | | | | 1 |
| including of people, you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas 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 best place to be when performing and how to stand or sit. • To record the performance and say how | | | | 1 | _ | |
| people, you don't know | | | | | 1 | |
| don't know elt is planned and different for each occasion olt involves communicating feelings, thoughts and ideas about the song/music olto know and toeate a programme. To communicate the meaning of the meaning of the best place to be when performance and say how to stand or sit. To record the performance and say how to stand and different for each occasion olt involves communicating feelings, thoughts and ideas about the song/music oldeas, thoughts and idea | | | | | | |
| It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas 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 best place to be when performance and say how to use it to be when performance and say how and solarily and feelings communicating ideas, thoughts and ideas about the song/music • To choose what to perform and create a programme. • To choose what to perform and create a programme. • To talk about the best place to be when performance and say how when to use it to be when to be when performance and say how when to be when cocasion • It is planned and different for each occasion occasion • A performance indefelings communicating ideas, thoughts and feelings about the song/music • A performance communicating ideas, thoughts and ideas about the song/music • To choose what to perform and create a programme. • To choose what to perform what to perform what to perform what to perform and create a programme. • To to choose what to perform and create a programme. • To to choose what to perform and create a programme. • To to choose what to performance and create a programme. • To to choose what to performance and create a programme. • To to choose what to performance and create a programme. • To to choose what to performance and create a programme. • To to choose what to performance and create a programme. • To to choose what to performance and create a programme. • To To choose what to performance and create a programme. • To to talk about the words and clearly articulate them. • To record the performance and compare it to a previous and talk musically about the song/musicate them. • To talk about the words and clearly articulate them. • To talk about the words and clearly articulate them. • To talk about the words and clearly articulate them. • To record the performance and compare it to a previous and talk musically about the song/musical performance and | | | | 1 | 1 | |
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"That they may have life, life in all its fullness"

Knowledge and Skills Progression for Music

| | | | | feeling, what they were pleased with what they would change and why. | or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why | musically about it – "What went well?" and "It would have been even better if? | would have been even better if?" |
|--------------------|--|--|--|--|--|--|---|
| Knowledge of Music | Listen to a variety of music that can be linked to your topic. | Listen to a variety of music that can be linked to your topic. | Listen to a variety of music that can be linked to your topic. | Pupils should be taught to develop an understanding of the history of music. Children can: a. name some composers and genres of music from different eras. | Pupils should be taught to develop an understanding of the history of music. Children can: a. name some composers and genres of music from different eras. | Pupils should be taught to develop an understanding of the history of music. Children can: a. name some composers and genres of music from different eras; | Pupils should be taught to develop an understanding of the history of music. Children can: a. name some composers and genres of music from different eras; b. name different musical periods. |
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