

# MUSIC - PROGRESSION OF SKILLS DOCUMENT

SKILL AREA	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Musical vocabulary</b>  <b>The Interrelated Dimensions of Music (Dimensions)</b>	Pulse, rhythm and pitch, voice and classroom instruments	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony
	<ul style="list-style-type: none"> <li>● <b>Pulse</b> – the regular heartbeat of the music; its steady beat.</li> <li>● <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.</li> <li>● <b>Pitch</b> – high and low sounds.</li> <li>● <b>Tempo</b> – the speed of the music; fast or slow or in-between.</li> <li>● <b>Dynamics</b> – how loud or quiet the music is.</li> <li>● <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</li> <li>● <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.</li> <li>● <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> <li>● <b>Notation</b> – the link between sound and symbol.</li> </ul>						
<b>Listen and respond/appraise</b>	To learn that music can touch your feelings.  To enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	<ul style="list-style-type: none"> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>● To learn how songs can tell a story or describe an idea.</li> </ul>	<ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>● Talk about the music and how it makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk, try to use musical words.</li> </ul>	<ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● Use musical words when talking about the songs.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>	<ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● Use musical words when talking about the songs.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
<b>Explore and create/perform</b>	Progressive music activities that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: <ul style="list-style-type: none"> <li>● <b>Find the pulse</b> by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>● <b>Copycat Rhythm</b> Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>● <b>High and Low</b> Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel</li> <li>● <b>Create Your Own Sounds</b> Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> <li>● <b>Extension Activity</b> Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</li> </ul>	Progressive Warm-up Games and Challenges embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: <ul style="list-style-type: none"> <li>● <b>Find the pulse</b> Choose an animal and find the pulse</li> <li>● <b>Rhythm Copy Back</b> Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>● <b>Rhythm Copy Back</b> Your Turn: Create rhythms for others to copy</li> <li>● <b>Pitch Copy Back</b> Listen and sing back. Use your voice to copy back using 'la', whilst marching to the steady beat. Listen and sing back to some different vocal warm-ups. Use your voices to copy back using 'la'.</li> </ul>	Progressive Warm-up Games and Challenges embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: <ul style="list-style-type: none"> <li>● <b>Find the pulse.</b> Choose an animal and find the pulse.</li> <li>● <b>Rhythm Copy Back</b> Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>● <b>Rhythm Copy Back</b>, Your Turn: Create rhythms for others to copy.</li> <li>● <b>Pitch Copy Back</b> Use your voices to copy back using 'la', whilst marching to the steady beat. Listen and sing back to some different vocal warm-ups. Use your voices to copy back using 'la'.</li> </ul>	Using 2 notes: Find the Pulse <ul style="list-style-type: none"> <li>● <b>Rhythm</b> Clap and say back rhythms or create own simple rhythm patterns or lead the class using own simple rhythms</li> <li>● <b>Pitch</b> Copy back – 'Listen and sing back' (no notation) or copy back with instruments, without then with notation or copy back with instruments, without and then with notation. Copy back a variety of vocal warm-ups.</li> </ul>	Using 2 notes: Find the Pulse <ul style="list-style-type: none"> <li>● <b>Rhythm</b> Clap and say back rhythms or create own simple rhythm patterns or lead the class using own simple rhythms</li> <li>● <b>Pitch</b> Copy back – 'Listen and sing back' (no notation) or copy back with instruments, without then with notation or copy back with instruments, without and then with notation</li> </ul>	Using 3 notes: Find the pulse <ul style="list-style-type: none"> <li>● Lead the class by inventing <b>rhythms</b> for them to copy back</li> <li>● Copy back <b>three-note riffs</b> by ear and with <b>notation</b></li> <li>● Question and answer using three different notes</li> </ul>	Using 3 notes: Find the pulse <ul style="list-style-type: none"> <li>● Lead the class by inventing <b>rhythms</b> for them to copy back</li> <li>● Copy back <b>three-note riffs</b> by ear and with <b>notation</b></li> <li>● Question and answer using three different notes</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>● To sing along with a pre-recorded song and add actions</li> <li>● To sing along with the backing track.</li> </ul>	<ul style="list-style-type: none"> <li>● Learn about voices, singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>● Learn about voices singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To have an awareness of the pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To enjoy exploring singing solo.</li> <li>● To listen to the group when singing.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul>

<p><b>Sharing and playing</b></p>	<ul style="list-style-type: none"> <li>Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>Record the performance to talk about.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part with the song they perform.</li> <li>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).</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>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).</li> <li>Play the part in time with the steady pulse.</li> <li>Listen to and follow musical instructions from a leader</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session.</li> </ul> <p>Sing, Play and Copy Back  <b>Copy and play back</b> using instruments. Use up to three notes.</p> <p><b>Play and Improvise:</b> Question and Answer using instruments. Use up to three notes in your answer. Always start on a G.</p> <p><b>Improvisation!</b>  Use up to three notes.</p>	<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>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.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session.</li> </ul> <p>Sing, Play and Copy Back  <b>Copy back</b>  Use instruments and up to three notes.</p> <p><b>Play and Improvise</b>  Answer using instruments. Use up to three notes in your answer. Always start on a G.</p> <p><b>Improvisation</b>  Improvise using three notes.</p>
<p><b>Improvisation</b></p>				<p>Sing, Play and Copy Back  <b>Listen and copy back</b> using instruments, two different notes.  <b>Play and Improvise</b> Using instruments, listen and play own answer using two different notes.  <b>Improvise!</b> – Take it in turns to improvise using up to three different notes.</p>	<p>Play and Copy Back  <b>Listen and copy back</b> using instruments, up to two different notes.  <b>Play and Improvise</b> – Using your instruments, listen and play own answer using two different notes.  <b>Improvise!</b> – Take it in turns to improvise using three different notes.</p>		
<p><b>Composition</b></p>				<ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul>	<ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or all five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<p><b>Performance</b></p>				<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>Present a musical performance designed to capture the audience.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>