





# Farington Moss St Paul's Music Progression of Skills and Knowledge



|      | Listen                                                                                                                                                                                                                                                |                                                                                                                                       | Sing                                                                                           |                                                                                                             | Play      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Improvise |        | Compose   |        | Perform                                |                                                                                                                                                                                                             |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------|-----------|--------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | Knowledge                                                                                                                                                                                                                                             | Skills                                                                                                                                | Knowledge                                                                                      | Skills                                                                                                      | Knowledge | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Knowledge | Skills | Knowledge | Skills | Knowledge                              | Skills                                                                                                                                                                                                      |
| EYFS |                                                                                                                                                                                                                                                       |                                                                                                                                       |                                                                                                |                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |        |           |        |                                        |                                                                                                                                                                                                             |
|      | <p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p> <p>To know that we can move with the pulse of the music.</p> <p>To know that the words of songs can tell stories and paint pictures.</p> | <p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> | <p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>Songs have sections.</p> | <p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p> |           | <p>Find the pulse<br/>Copy basic rhythm patterns<br/>Explore high and low using voices and sounds</p> <p>Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>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.</p> <p>Add a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p> |           |        |           |        | <p>A performance is sharing music.</p> | <p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about.</p> |

|        | Listen                        |                                                                                               | Sing                                                                       |                                                                                                                                                                                                                                                          | Play                                                                                                                                                               |                                                                                                                                                                                                                                                                 | Improvise                                                                                                                                                                                                                             |                                                                                                                                                                                                                                               | Compose                                                                    |                                                                                                                                                                                        | Perform                                                                                                                                                                                                       |                                                                                                                                                                                          |
|--------|-------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Knowledge                     | Skills                                                                                        | Knowledge                                                                  | Skills                                                                                                                                                                                                                                                   | Knowledge                                                                                                                                                          | Skills                                                                                                                                                                                                                                                          | Knowledge                                                                                                                                                                                                                             | Skills                                                                                                                                                                                                                                        | Knowledge                                                                  | Skills                                                                                                                                                                                 | Knowledge                                                                                                                                                                                                     | Skills                                                                                                                                                                                   |
| Year 1 |                               |                                                                                               |                                                                            |                                                                                                                                                                                                                                                          |                                                                                                                                                                    |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                                                                                                                                          |
|        | To know 5 songs off by heart. | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | 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).<br><br>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.<br><br>Learn to start and stop singing when following a leader. | Learn the names of the notes in their instrumental part from memory or when written down.<br><br>Learn the names of the instruments they are playing.              | Treat instruments carefully and with respect.<br><br>Play a tuned instrumental part with the song they perform.<br><br>Learn to play an instrumental part that matches their musical challenge.<br><br>Listen to and follow musical instructions from a leader. | Improvisation is about making up your own tunes on the spot.<br><br>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.<br><br>Everyone can improvise! | Listen and clap back, then listen and clap your own answer<br><br>Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.<br><br>Take it in turns to improvise using one or two notes. | Composing is like writing a story with music.<br><br>Everyone can compose. | Help to create a simple melody using one, two or three notes.<br><br>Learn how the notes of the composition can be written down and changed if necessary.                              | A performance is sharing music with other people, called an audience.                                                                                                                                         | Choose a song they have learnt from the Scheme and perform it.<br><br>They can add their ideas to the performance.<br><br>Record the performance and say how they were feeling about it. |
|        |                               |                                                                                               |                                                                            |                                                                                                                                                                                                                                                          |                                                                                                                                                                    |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                                                                                                                                          |
|        |                               |                                                                                               |                                                                            |                                                                                                                                                                                                                                                          |                                                                                                                                                                    |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                                                                                                                                          |
| Year 2 |                               |                                                                                               |                                                                            |                                                                                                                                                                                                                                                          |                                                                                                                                                                    |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                                                                                                                                          |
|        | To know 5 songs off by heart. | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | To confidently know and sing five songs from memory.                       | Learn about voices singing notes of different pitches (high and low).<br><br>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).                                                               | Learn the names of the notes in their instrumental part from memory or when written down.<br><br>Know the names of untuned percussion instruments played in class. | Treat instruments carefully and with respect.<br><br>Learn to play a tuned instrumental part that matches their musical challenge.<br><br>Play the part in time with the steady pulse.                                                                          | Improvisation is making up your own tunes on the spot.<br><br>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.                                      | Listen and clap back, then listen and clap your own answer<br><br>Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.<br><br>Take it in turns to                                   | Composing is like writing a story with music.<br><br>Everyone can compose. | Help create three simple melodies with the Units using one, three or five different notes.<br><br>Learn how the notes of the composition can be written down and changed if necessary. | A performance is sharing music with an audience.<br><br>A performance can be a special occasion and involve a class, a year group or a whole school.<br><br>An audience can include your parents and friends. | Choose a song they have learnt from the Scheme and perform it.<br><br>They can add their ideas to the performance.<br><br>Record the performance and say how they were feeling about it. |
|        |                               |                                                                                               |                                                                            |                                                                                                                                                                                                                                                          |                                                                                                                                                                    |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                                                                                                                                          |
|        |                               |                                                                                               |                                                                            |                                                                                                                                                                                                                                                          |                                                                                                                                                                    |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                                                                                                                                          |
|        |                               |                                                                                               |                                                                            |                                                                                                                                                                                                                                                          |                                                                                                                                                                    |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               |                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                                                                                                                                          |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                     |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                           |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | to music by dancing, marching, being animals or pop stars.<br><br>To learn how songs can tell a story or describe an idea.                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                    | To know why we need to warm up our voices.                                                                                                                                                                                                                                                                                                                                                   | Learn to start and stop singing when following a leader                                                                                                                                                                                                                                             |                                                                                                             | Listen to and follow musical instructions from a leader.                                                                                                                                                                                                                                                                                                                                             | Everyone can improvise, and you can use one or two notes.                                                                                                                                                                                                                                                                                                                                                                 | improvise using one or two notes                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                           |
| <b>Year 3</b> |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                     |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                           |
|               | <p><b>To know five songs from</b> memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</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 know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>To know why you must warm up your voice</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 know and be able to talk about:</p> <p>The instruments used in class (a glockenspiel, a recorder)</p> | <p><b>To treat instruments carefully and with respect.</b></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><b>To listen to and follow musical instructions from a leader</b></p> | <p>To know and be able to talk about improvisation:</p> <p><b>Improvisation is making up your own tunes on the spot</b></p> <p><b>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</b></p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are</p> | <p>Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p> | <p>To know and be able to talk about:</p> <p>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.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</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</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><b>A performance can be a special occasion</b> and involve an audience including of people you don't know</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><b>To record the performance and say how they were feeling</b>, what they were pleased with what they would change and why</p> |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Name some of the instruments they heard in the song                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | given, you cannot make a mistake                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                              | between sound and symbol (e.g. graphic/pictorial notation).                                                                                                                                                                                                                                                                                                                                                                                                                      | It is planned and different for each occasion<br><br>It involves communicating feelings, thoughts and ideas about the song/music                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                          |
| Year 4 | <p><b>To know five songs</b> from memory and who sang them or wrote them.</p> <p>To know the style of the five songs. To choose one song and be able to talk about:</p> <p>Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>The lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song and where they are used (texture, dynamics,</p> | <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg 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>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>Texture: How a solo singer makes a thinner texture than a large group</p> <p>To know why you must</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 re-join the song if lost.</p> <p>To listen to the group when singing.</p> | <p>The instruments used in class (a glockenspiel, recorder or xylophone).</p> <p>Other instruments they might play or be played in a band or orchestra or by their friends.</p> | <p><b>To treat instruments carefully and with respect.</b></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><b>To listen to and follow musical instructions from a leader.</b></p> <p>To experience leading the playing by making sure everyone plays in the playing</p> | <p><b>Improvisation is making up your own tunes on the spot</b></p> <p><b>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</b></p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use</p> | <p>Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p> | <p>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.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</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</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><b>A performance can be a special occasion</b> and involve an audience including of people you don't know</p> | <p>To choose what to perform and create a programme.</p> <p><b>Present a musical performance designed to capture the audience.</b></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><b>To record the performance and say how they were feeling, what they were pleased with</b></p> |

|        |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                       |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | tempo, rhythm and pitch).<br><br>Identify the main sections of the song (introduction, verse, chorus etc).<br><br>Name some of the instruments they heard in the song.                                                                                                                                                                                                       | When you talk try to use musical words.                                                                                                                                                                                                                                                       | warm up your voice                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                        | section of the song.                                                                                                                                                                                                                                                                                                                                                                                  | some of the riffs you have heard in the Challenges in your improvisations                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                          | and symbol (e.g. graphic/pictorial notation)                                                                                                                                                                                                                                                                                                                                          | It is planned and different for each occasion<br><br>It involves communicating feelings, thoughts and ideas about the song/music                                                                                                                                                                                                                                                            | what they would change and why                                                                                                                                                                                                                                                                                        |
| Year 5 | <p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the 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> <p>Some of the style indicators of the songs (musical characteristics that give the</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</p> | <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about: Its main features, 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</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 demonstrate a good singing posture.</p> <p>To follow a leader 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>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</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>Improvisation is making up your own tunes on the spot</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>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are</p> | <p>Copy back using instruments. Use the three notes.</p> <p>Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>Improvise using three notes.</p> <p>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> | <p>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.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</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</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</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</p> |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                 |                                                                                                                            |                                                                                                    |                                                                                                                                    |                                                                                                        |                                                                                                                                                                                                         |                                                                                                |                                                                                                                                   |                                                                                                                       |                                                                                                                                                                            |                                                                                            |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|        | <p>songs their style)</p> <p>The lyrics: what the songs are about</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the songs</p> <p>The historical context of the songs. What else was going on at this time?</p> | <p>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>importance of warming up your voice</p>                                                                                 | <p>To sing with awareness of being 'in tune'.</p>                                                  |                                                                                                                                    | <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> | <p>given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p> |                                                                                                |                                                                                                                                   | <p>any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> | <p>people you don't know</p> <p>It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music</p> | <p>about it – “What went well?” and “It would have been even better if...?”</p>            |
| Year 6 |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                 |                                                                                                                            |                                                                                                    |                                                                                                                                    |                                                                                                        |                                                                                                                                                                                                         |                                                                                                |                                                                                                                                   |                                                                                                                       |                                                                                                                                                                            |                                                                                            |
|        | <p>To know five songs from memory, who sang or wrote them, when they were written and why?</p>                                                                                                                                                                                                                                                                                                                         | <p>To identify and move to the pulse with ease.</p> <p>To think about the</p>                                                                                                                                                   | <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> | <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> | <p>Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave</p> | <p>Play a musical instrument with the correct technique within the context of the Unit song.</p>       | <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that</p>                                                                           | <p>Copy back using instruments. Use the three notes.</p> <p>Play and Improvise You will be</p> | <p>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</p> | <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style</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</p>                                          | <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                            |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> </ul> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>Identify the structure of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments used in the songs</p> | <p>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>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it</p> | <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○</li> </ul> <p>To know and explain the importance of warming up your voice</p> | <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> | <p>The instruments they might play or be played in a band or orchestra or by their friends</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>To lead a rehearsal session.</p> | <p>has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one, two or three notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p> | <p>using up to three notes:</p> <p>Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>Improvise using three notes.</p> | <p>again to your friends.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> | <p>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>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 ● A performance involves communicating ideas, thoughts and feelings about the song/music</p> | <p>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> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity

makes you feel, using musical language to describe the music.

