

Skills Progression

	Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	Appreciation, Evaluation, Opinion and Discussion Style Indicators Instrument Indicators Musical History	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus. Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try and use musical words.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try and use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. To talk about the musical dimensions working together in the unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
Musical Activities	Games	G1 – Find the pulse. Choose an animal and find the pulse. G2 – Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. G3 – Create rhythms for others to copy. G4 (1 & 2) – Listen and sing back. Use your voices to copy back using 'la', whilst marching to a steady beat.		G1 – Find the pulse. G2 – Clap and say back rhythms, create your own simple rhythm patterns and perhaps lead the class using their simple rhythms. G3 – Copy back – Listen and sing back (no notation). Copy back with instruments, without then with notation. Copy back with instruments without and then with notation. G4 – Pitch copy back and vocal warm-ups.		G1 – Find the pulse, copy back rhythms based on the words of the main song, that include syncopation and copy back one-note riffs using simple and syncopated rhythm patterns. G2 – Find the pulse, lead the class by inventing rhythms for others to copy back, copy back two-note riffs by ear and with notation, question and answer using two different notes. G3 – Find the pulse, lead the class by inventing rhythms for them to copy back, copy back three-note riffs by ear and with notation and question and answer using three different notes.	
	Singing	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap and say words in rhythm. Learn to start and stop singing when following a leader.		To sing in unison and in simple two parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To sing in unison and in simple two parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
	Playing by Ear	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform.		Treat instruments carefully and with respect.		Treat instruments carefully and with respect.	
	Playing from Note Names	Learn to play an instrumental part that matches their musical challenge, using of the differentiated parts. Listen to and follow musical instructions from a leader.		Play any one, or all of four, differentiated parts on a tuned instrument – a one-note,		Play any one, or all of four, differentiated parts on a tuned instrument – a one-	
						Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a	

	Introducing Notation, Writing Music, Graphic Scores			simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to follow musical instructions from a leader.	note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
	Playing from Notation					
Creating and Exploring	Improvising with Voices and Instruments	1 – Listen and clap back, then listen and clap your own answer (rhythms of words). 2 – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3 – Take it in turns to improvise using one or two notes.		1 – Listen and sing back, using instruments, listen and play your own answer using one note and take it in turns to improvise using one note. 2 – Listen and copy back using instruments, using two different notes, using your instruments, listen and play your own answer using one or two notes and take it in turns to improvise using one or two notes. 3 – Listen and copy back using instruments, two different notes, using your instruments, listen and play your own answer using two different notes and take turns to improvise using three different notes.		1 – Copy back using instruments (one note), copy back using instruments (using two notes) and copy back using instruments (using three notes). 2 – Question and Answer using instruments (using one note), question and answer using instruments (using two notes always start on G) and question and answer using instruments (using three notes always start on G). 3 – Improvise using one note, improvise using two notes and improvise using three notes.
	Composing	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.		Help create at least one simple melody sing one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognising the connection between sound and symbol.		Create simple melodies using up to five different notes and simple rhythms that work musically within the style of the unit song. Explain the key note or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol.
	Notating/Writing Down/Graphic Scoring					
Performing	Performance	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.		To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To walk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with and what they would change and why.		To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – What went well? It would have been even better if...?