



PROGRESSION OF KNOWLEDGE AND SKILLS- YEAR 1

At the end of the year the children will have learnt to:

<p><u>Musicianship</u></p> <ul style="list-style-type: none"> -Using body percussion, instruments and voices in the key centres of: C major, F major, G major, A minor. -Find and keep a steady beat. -Copy back simple rhythmic patterns using long and short. -Copy back simple melodic patterns using high and low. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> -Move/dance with the music. -Find the steady beat. -Talk about feelings created by the music/song. -Recognise some band and orchestral instruments. -Describe the tempo and dynamics. -Join in with sections of the song (verse, chorus). -Begin to understand about different styles of music. 	<p><u>Singing</u></p> <ul style="list-style-type: none"> -Demonstrate good singing posture. -Sing songs from memory. -Copy back intervals of an octave and fifth (high, low). -Sing in unison. 	<p><u>Notation</u></p> <ul style="list-style-type: none"> -Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. -Standard notation using crotchets, quavers and minims, and simple combinations of: C D E F G F G A D E F# G A
<p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> - Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and D major. 	<p><u>Creating</u></p> <ul style="list-style-type: none"> -Explore improvisation within a major scale using the notes C D E and G. -Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C. F G F G A F G A C F G A C D Start and ending on the note F. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> -Enjoy and have fun performing -Choose a song/songs to perform to a well-known audience. -Prepare a song to perform. -Communicate the meaning of the song. -Add actions to the song. -Play some simple instrumental parts. 	<p><u>Curricular Links</u></p> <ul style="list-style-type: none"> -Counting -Days of the week - Parts of the body -Animals from around the world -Insects -Our planets -PSHE -Stories -Shapes



PROGRESSION OF KNOWLEDGE AND SKILLS- YEAR 2

<p>Musicianship</p> <ul style="list-style-type: none"> -Using body percussion, instruments and voices in the key centres of: C major, F major, G major, A minor. -Find and keep a steady beat. -Copy back simple rhythmic patterns using long and short. -Copy back simple melodic patterns using high and low. 	<p>Listening</p> <ul style="list-style-type: none"> -Move and dance with the music confidently. -Talk about how the song makes you feel. -Find different steady beats. -Describe the tempo and dynamics. -Start to talk about the style of a song. -Recognise some band and orchestral instruments. -Talk about where music might fit into the world. 	<p>Singing</p> <ul style="list-style-type: none"> -Sing as part of a choir. -Demonstrate good singing posture. -Sing songs from memory and/or from notation. -Sing to communicate the meaning of the words. -Sing in unison and sometimes in parts. -Understand and follow the leader or conductor. -Add actions to a song. -Move confidently to a steady beat. -Talk about feelings created by the music/song. -Recognise some band and orchestral instruments. -Describe tempo as fast or slow. -Join in sections of the song (chorus, verse). -Begin to understand where the music fits in the world. -Begin to talk about and understand the style of the music 	<p>Notation</p> <ul style="list-style-type: none"> -Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. -Standard notation using crotchets, quavers, minims and semibreves, and simple combinations of: C D E F G A B G A B D E F# F G A B b C D E -Identify hand signals as notation and recognise music notation on a staff of five lines.
<p>Playing Instruments</p> <ul style="list-style-type: none"> -Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major and G major. <p>Playing the Recorder</p> <ul style="list-style-type: none"> -Rehearse and learn a simple instrumental part by ear or from notation using the notes G A B B b C E and F. 	<p>Creating</p> <ul style="list-style-type: none"> -Explore improvisation within a major scale using the notes: C D E C G A G A B F G A -Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major). G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F). 	<p>Performing</p> <ul style="list-style-type: none"> -Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence. -Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. -Talk about what the song means and why it was chosen to share. -Talk about the difference between rehearsing a song and performing it. 	<p>Curricular Links</p> <ul style="list-style-type: none"> -The importance of communication -Working and playing together Stories -Caring about other people -Music from different parts of the world -Playing in a band together Nature: the sun -Identity and accepting one another

At the end of the year the children will have learnt to:



PROGRESSION OF KNOWLEDGE AND SKILLS- YEAR 3

At the end of the year the children will have learnt to:

<p>Musicianship</p> <ul style="list-style-type: none"> -Using body percussion, instruments and voices. -In the key centres of: C major, F major, G major, A minor. -In the time signatures of: 2/4, 3/4, 4/4. -Find and keep a steady beat. -Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. -Copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC. 	<p>Listening</p> <ul style="list-style-type: none"> -Share your thoughts and feelings about the music together. -Find the beat or groove of the music. -Invent different actions to move in time with the music. -Talk about what the song means. -Identify some instruments you can hear playing. -Identify if it's a male or female voice. -Talk about the style of the songs. 	<p>Singing</p> <ul style="list-style-type: none"> -Sing as part of a choir. -Demonstrate good singing posture. -Sing unit songs from memory and/or from notation. -Sing with awareness of following the beat. -Sing with attention to clear diction. -Sing expressively, with attention to the meaning of the words. Sing in unison. -Understand and follow the leader or conductor. -Copy back simple melodic phrases using the voice. 	<p>Notation</p> <ul style="list-style-type: none"> -Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. -Standard notation using dotted crotchets, crotchets, semiquavers, quavers, minims and semibreves, and simple combinations of: C D E F G A B F G A B ♭ C G A B C D E E F♯ G♯ A B -Reading and responding to minims, crotchets, and quavers. -Identifying: Stave Treble clef Time signature.
<p>Playing Instruments</p> <ul style="list-style-type: none"> -Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major. <p>Playing the Recorder</p> <ul style="list-style-type: none"> -Rehearse and learn a simple instrumental part by ear or from notation using the notes C D E F F♯ G G♯ A B and B ♭. 	<p>Creating</p> <ul style="list-style-type: none"> -Explore improvisation within a major scale using the notes: C D E C D E G A G A B G A B D E F G A. -Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) C D C D E C D E F C D E F G Start and ending on the note C (C major) F G F G A F G A B ♭ F G A B ♭ C Start and ending on the note F (F major) G A G A B G A B C G A B C D Start and ending on the note G (G major). 	<p>Performing</p> <ul style="list-style-type: none"> -Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation and with confidence. -Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. -Talk about what the song means and why it was chosen to share. -Reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment 	<p>Curricular Links</p> <ul style="list-style-type: none"> -Your place in your family -Making friends and understanding each other -Using your imagination -Life in different countries -The way people lived -Families -Nature, the environment -Connections with the past



PROGRESSION OF KNOWLEDGE AND SKILLS- YEAR 4

At the end of the year the children will have learnt to:

<p><u>Musicianship</u></p> <ul style="list-style-type: none"> -Using body percussion, instruments and voices. -In the key centres of: C major, F major, G major, A minor. -In the time signatures of: 2/4, 3/4, 4/4. -Find and keep a steady beat. -Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation. -Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> -Talk about the words of a song. -Think about why the song was written. -Find and demonstrate the steady beat. -Identify 2/4, 3/4, and 4/4 metre. -Identify the tempo as fast, slow, or steady. -Recognise the style of music you are listening to. -Discuss the structures of songs. -Identify a solo vocal or instrumental line and the rest of the ensemble, a change in texture, articulation on certain words and programme music. -Explain what a main theme is and identify when it is repeated. -Know and understand what a musical introduction is and its purpose. -Recall by ear memorable phrases heard in the music. -Identify major and minor tonality. -Recognise the sound and notes of the pentatonic scale by ear and from notation. -Describe legato and staccato Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae 	<p><u>Singing</u></p> <ul style="list-style-type: none"> -Rehearse and learn songs from memory and/or with notation. -Sing in 2/4, 3/4, 4/4. -Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. -Demonstrate good singing posture. -Demonstrate vowel, blended sounds, and consonants. -Sing 'on pitch' and 'in time'. -Sing expressively, with attention to breathing and phrasing. -Sing expressively, with attention to staccato and legato. -Talk about the different styles of singing used for different styles of song. -Talk about how the songs and their styles connect to the world. 	<p><u>Notation</u></p> <ul style="list-style-type: none"> -Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. -Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A B ♭ C G A B C D E F♯ D E F♯ G A B C -Reading and responding to minims, crotchets, and quavers. -Identifying: Stave Treble clef Time signature.
<p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> -Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major. <p><u>Playing the Recorder</u></p> <ul style="list-style-type: none"> -Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major by ear or from notation. 	<p><u>Creating</u></p> <ul style="list-style-type: none"> -Explore improvisation within a major scale using the notes: C D E C D E G A C D E F G D E F♯ A B D E F G A Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C). C D C D E C D E F C D E F G Start and ending on the note C (C major). D E D E F D E F G D E F G A Start and ending on the note D (D minor). G A G A B G A B D G A B D E Start and ending on the note G (G major). 	<p><u>Performing</u></p> <ul style="list-style-type: none"> -Rehearse and enjoy the opportunity to share what has been learned in the lessons. -Perform, with confidence, a song from memory or using notation. -Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. -Explain why the song was chosen, including its composer and the historical and the cultural context of the song. -Communicate the meaning of the words and articulate them clearly. -Use the structure of the song to communicate its mood and meaning in the performance. -Talk about what the rehearsal and performance has taught the student. -Understand how the individual fits within the larger group ensemble. -Reflect on the performance and how well it suited the occasion. -Discuss and respond to any feedback, consider how future performances might be different. 	<p><u>Curricular Links</u></p> <ul style="list-style-type: none"> -Friends and people we meet -How people and children used to live -Connecting with the past -Music from different cultures -Music and dancing -Music and freedom



PROGRESSION OF KNOWLEDGE AND SKILLS- YEAR 5

At the end of the year the children will have learnt to:

<p>Musicianship</p> <ul style="list-style-type: none"> -Using body percussion, instruments and voices -In the key centres of: C major, D major, F major, A minor. -In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8 -Find and keep a steady beat. -Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation. -Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGAB b CDE. 	<p>Listening</p> <ul style="list-style-type: none"> -Talk about feelings created by the song. -Justify a personal opinion with reference to musical concepts. -Find and demonstrate the steady beat, -Identify 2/4, 3/4, 6/8 and 5/4 metre. -Identify the musical style of a song. -Identify instruments by ear and through a range of media. -Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB. -Explain a bridge passage and its position in a song. -Recall by ear memorable phrases heard in the music. -Identify major and minor tonality. -Recognise the sound and notes of the pentatonic and blues scales by ear and from notation. -Explain the role of a main theme in musical structure. -Know and understand what a musical introduction is and its purpose. -Explain rapping. -Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals. 	<p>Singing</p> <ul style="list-style-type: none"> -Rehearse and learn songs from memory and/or with notation. -Sing in 2/4, 3/4, 4/4 and 6/8 time. -Sing in unison and as part of a smaller group. -Sing 'on pitch' and 'in time'. -Sing a second part in a song. -Self-correct if lost or out of time. -Sing expressively, with attention to breathing, phrasing, dynamics and articulation. -Develop confidence as a soloist. -Talk about the styles of singing used for different styles of song. -Talk confidently about how connected you feel to the music and how it connects in the world. 	<p>Notation</p> <ul style="list-style-type: none"> -Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. -Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A B b C D E G A B C D E F# A b B b C D b E b F G G G# A B b C D E F G A B C -Identifying: Stave Treble clef Time signature. -Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers. -Recognising how notes are grouped when notated. -Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign
<p>Playing Instruments</p> <ul style="list-style-type: none"> - Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, A b major, D minor. <p>Playing the Recorder</p> <ul style="list-style-type: none"> -Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, A b major, D minor by ear or from notation. 	<p>Creating</p> <p>Explore improvisation within a major scale using the notes: C D E b F G C D E F G C D E G A F G A B b C D E F G A</p> <p>Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A</p> <p>Start and ending on the note C (Pentatonic on C). F G F G A F G A B b F G A B b C</p> <p>Start and ending on the note F (Pentatonic on F). G A G A B G A B C G A B C D</p> <p>Start and ending on the note G (G major). G A G A B G A B D G A B D E</p> <p>Start and ending on the note G (Pentatonic on G). D E D E F D E F G</p>	<p>Performing</p> <ul style="list-style-type: none"> -Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. -Perform from memory or with notation, with confidence and accuracy. -Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. -Explain why the song was chosen, including its composer and the historical and the cultural context of the song. -A student leads part of the rehearsal and part of the performance. -Record the performance and compare it to a previous performance. -Explain how well the performance communicated the mood of each piece. -Discuss and talk musically about the strengths and weaknesses of a performance. -Collect feedback from the audience and reflect how future performances might be different. 	<p>Curricular Links</p> <ul style="list-style-type: none"> -School -Heroes -The solar system -Space -Freedom



	D E F G A Start and ending on the note D (D minor).		
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PROGRESSION OF KNOWLEDGE AND SKILLS- YEAR 6

At the end of the year the children will have learnt to:

<p>Musicianship</p> <ul style="list-style-type: none"> -Using body percussion, instruments and voices. -In the key centres of: C major, F major, G major, D major, A minor, D minor. -In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. -Find and keep a steady beat. -Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation. -Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB ♭ CDE, GABCDE F#, DEF#GABC#, ABCDEFG. 	<p>Listening</p> <ul style="list-style-type: none"> -Talk about feelings created by the song. -Justify a personal opinion with reference to musical concepts. -Identify 2/4, 4/4, 3/4, 6/8 and 5/4. -Identify the musical style of a song using some musical vocabulary to discuss its musical concepts. -Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles. -Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. -Identify major and minor tonality, triads I, IV and V, and intervals within a major scale. -Explain the role of a main theme in musical structure. -Know and understand what a musical introduction and outro is and its purpose. -Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups. 	<p>Singing</p> <ul style="list-style-type: none"> -Rehearse and learn Year 6 Unit songs from memory and/or with notation. -Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. -Sing with and without an accompaniment. -Sing syncopated melodic patterns. -Demonstrate and maintain good posture and breath control whilst singing. Sing expressively, with attention to breathing, phrasing, dynamics and articulation. -Lead a singing rehearsal. -Talk about the different styles of singing used for the different styles of songs sung in this year. -Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world. 	<p>Notation</p> <ul style="list-style-type: none"> -Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. -Standard notation using dotted crotchets, crotchets, semiquavers, quavers, dotted minims, minims and semibreves, and simple combinations of: C D E F G A B F G A B ♭ C D E F G A ♭ B ♭ C D E ♭ G A B ♭ C D E F G A B C D E F# D E F G A D E F# A B C# E F# G G# A B C# E ♭ F G A ♭ B ♭ C D -Identifying: Stave Treble clef Time signature. -Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers. -Recognising how notes are grouped when notated. -Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.
<p>Playing Instruments</p> <ul style="list-style-type: none"> -Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E ♭ major, D minor, F minor by ear or from notation. <p>Playing the Recorder</p> <ul style="list-style-type: none"> -Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E ♭ major, D minor, F minor by ear or from notation. 	<p>Creating</p> <ul style="list-style-type: none"> Explore improvisation within a major scale using the notes: C D E F G G A B ♭ C D G A B C D F G A C D Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major). G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G). D E D E F D E F G D E F G A Start and ending on the note D (D minor). F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F). F G F G A ♭ 	<p>Performing</p> <ul style="list-style-type: none"> -Create, rehearse and present a holistic performance for a specific event, for an unknown audience. -Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts. -Perform from memory or with notation. -Understand the value of choreographing any aspect of a performance. -A student or a group of students rehearse and lead parts of the performance. -Understand the importance of the performing space and how to use it. -Record the performance and compare it to a previous performance. -Collect feedback from the audience and reflect how the audience believed in the performance. -Discuss how the performance might change if it was repeated in a larger/smaller performance space. 	<p>Curricular Links</p> <ul style="list-style-type: none"> -Understanding feelings -Friendship, kindness, respect -Standing up for democracy and eliminating oppression -Knowing our cultural roots -Engaging to protect and care for our planet earth: ecosystems, recycling, etc.

	FGA♭B♭ FGA♭B♭C Start and ending on the note F (F minor).		
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