**Music progression of knowledge and skills at St John’s Upper Holloway**

**Listen and appraise**

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| **Year group** | **Knowledge** | **Skills** |
| Reception | ● To know twenty nursery rhymes off by heart.  ● To know the stories of some of the nursery rhymes. | ● To learn that music can touch your feelings.  ● To enjoy moving to music by dancing, marching, being animals or Pop stars |
| Year 1 | ● To know 5 songs off by heart.  ● To know what the songs are about.  ● To know and recognise the sound and names of some of the instruments they use. | * To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. |
| Year 2 | * To know five songs off by heart. * To know some songs have a chorus or a response/answer part. * To know that songs have a musical style. | ● 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. |
| Year 3 | ● To know five songs from memory and who sang them or wrote them.  ● To know the style of the five songs.  ● 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) * Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song | ● 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 |
| Year 4 | * To know five songs from memory and who sang them or wrote them. * To know the style of the five songs. * To choose one song and be able to talk about: * Some of the style indicators of that song (musical characteristics that give the song its style). * The lyrics: what the song is about. * Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). * Identify the main sections of the song (introduction, verse, chorus etc). * Name some of the instruments they heard in the song. | ● To confidently identify and move to the pulse.  ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).  ● 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 to use musical words |
| Year 5 | ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?  ● To know the style of the five songs and to name other songs from the Units in those styles.  ● To choose two or three other songs and be able to talk about:   * Some of the style indicators of the songs (musical characteristics that give the songs their style) * The lyrics: what the songs are about * Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) * Identify the main sections of the songs (intro, verse, chorus etc.) * Name some of the instruments they heard in the songs * The historical context of the songs. What else was going on at this time? | ● 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 to 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 |
| Year 6 | ● To know five songs from memory, who sang or wrote them, when they were written and why?  ● To know the style of the songs and to name other songs from the Units in those styles.  ● To choose three or four other songs and be able to talk about:   * The style indicators of the songs (musical characteristics that give the songs their style) * The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) * Identify the structure of the songs (intro, verse, chorus etc.) * Name some of the instruments used in the songs * 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 | ● 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.  ● Use musical words when talking about the songs.  ● 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 |

**Games**

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| **Year group** | **Knowledge** | **Skills** |
| Reception | ● To know that we can move with the pulse of the music.  ● To know that the words of songs can tell stories and paint pictures | * Progressive Music Activities within each unit that embed pulse, rhythm and pitch |
| Year 1 | ● To know that music has a steady pulse, like a heartbeat.  ● To know that we can create rhythms from words, our names, favourite food, colours and animals | * There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. |
| Year 2 | ● To know that music has a steady pulse, like a heartbeat.  ● To know that we can create rhythms from words, our names, favourite food, colours and animals.  ● Rhythms are different from the steady pulse.  ● We add high and low sounds, pitch, when we sing and play our instruments. | * There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. |
| Year 3 | ● Know how to find and demonstrate the pulse.  ● Know the difference between pulse and rhythm.  ● Know how pulse, rhythm and pitch work together to create a song.  ● Know that every piece of music has a pulse/steady beat.  ● Know the difference between a musical question and an answer | * Children will complete the following in relation to the main song, using two notes: * Find the Pulse * Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms * Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation * Pitch Copy Back and Vocal Warm-ups |
| Year 4 | * Know and be able to talk about: * How pulse, rhythm and pitch work together * Pulse: Finding the pulse – the heartbeat of the music * Rhythm: the long and short patterns over the pulse * Know the difference between pulse and rhythm * Pitch: High and low sounds that create melodies * How to keep the internal pulse * Musical Leadership: creating musical ideas for the group to copy or respond to | * Children will complete the following in relation to the main song, using **two** notes: * Find the Pulse * Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms * Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation * Pitch Copy Back and Vocal Warm-ups |
| Year 5 | * Know and be able to talk about: * How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song * How to keep the internal pulse * Musical Leadership: creating musical ideas for the group to copy or respond to | * Children will complete the following in relation to the main song, using **three** notes: * Find the Pulse * Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms * Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation * Pitch Copy Back and Vocal Warm-ups |
| Year 6 | * Know and be able to talk about: * How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music * How to keep the internal pulse * Musical Leadership: creating musical ideas for the group to copy or respond to | * Children will complete the following in relation to the main song, using **three** notes: * Bronze Challenge ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns * Silver Challenge ○ 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 * Gold Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using two different notes |

**Singing**

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| **Year group** | **Knowledge** | **Skills** |
| Reception | ● To sing or rap nursery rhymes and simple songs from memory.  ● Songs have sections. | ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track. |
| Year 1 | ● To confidently sing or rap five songs from memory and sing them in unison. | ● Learn about voices, singing notes of different pitches (high and low).  ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.  ● Learn to start and stop singing when following a leader |
| Year 2 | ● To confidently know and sing five songs from memory.  ● To know that unison is everyone singing at the same time.  ● Songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices. | ● Learn about voices singing notes of different pitches (high and low).  ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).  ● Learn to find a comfortable singing position.  ● Learn to start and stop singing when following a leader |
| Year 3 | * To know and be able to talk about: * Singing in a group can be called a choir * Leader or conductor: A person who the choir or group follow * Songs can make you feel different things e.g. happy, energetic or sad * Singing as part of an ensemble or large group is fun, but that you must listen to each other * To know why you must warm up your voice | ● 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 |
| Year 4 | * To know and be able to talk about: * Singing in a group can be called a choir * Leader or conductor: A person who the choir or group follow * Songs can make you feel different things e.g. happy, energetic or sad * Singing as part of an ensemble or large group is fun, but that you must listen to each other * Texture: How a solo singer makes a thinner texture than a large group * To know why you must warm up your voice | ● 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 re-join the song if lost.  ● To listen to the group when singing |
| Year 5 | ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  ● To choose a song and be able to talk about:   * Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping * To know what the song is about and the meaning of the lyrics * To know and explain the importance of warming up your voice | ● 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’ |
| Year 6 | ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  ● To know about the style of the songs so you can represent the feeling and context to your audience  ● To choose a song and be able to talk about:   * Its main features * Singing in unison, the solo, lead vocal, backing vocals or rapping * To know what the song is about and the meaning of the lyrics * To know and explain the importance of warming up your voice | ● 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**

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| **Year group** | **Knowledge** | **Skills** |
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| Year 1 | ● Learn the names of the notes in their instrumental part from memory or when written down.  ● Learn the names of the instruments they are playing. | ● Treat instruments carefully and with respect.  ● Play a tuned instrumental part with the song they perform.  ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).  ● Listen to and follow musical instructions from a leader. |
| Year 2 | ● Learn the names of the notes in their instrumental part from memory or when written down.  ● Know the names of untuned percussion instruments played in class | ● Treat instruments carefully and with respect.  ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).  ● Play the part in time with the steady pulse.  ● Listen to and follow musical instructions from a leader |
| Year 3 | * To know and be able to talk about: * The instruments used in class (a glockenspiel, a recorder) | ● To treat instruments carefully and with respect.  ● 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.  ● To rehearse and perform their part within the context of the Unit song.  ● To listen to and follow musical instructions from a leader. |
| Year 4 | * To know and be able to talk about: * The instruments used in class (a glockenspiel, recorder or xylophone). * Other instruments they might play or be played in a band or orchestra or by their friends | ● To treat instruments carefully and with respect.  ● 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.  ● To rehearse and perform their part within the context of the Unit song.  ● To listen to and follow musical instructions from a leader.  ● To experience leading the playing by making sure everyone plays in the playing section of the song. |
| Year 5 | * To know and be able to talk about: * 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 * The instruments they might play or be played in a band or orchestra or by their friends | ● 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 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 |
| Year 6 | * To know and be able to talk about: * 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 * The instruments they might play or be played in a band or orchestra or by their friends | ● 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 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. |

**Improvisation**

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| **Year group** | **Knowledge** | **Skills** |
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| Year 1 | ● Improvisation is about making up your own tunes on the spot.  ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  ● Everyone can improvise! | * Improvise using the three challenges: * Clap and Improvise * Sing, Play and Improvise * Improvise! – Take it in turns to improvise using one or two notes |
| Year 2 | ● Improvisation is making up your own tunes on the spot.  ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  ● Everyone can improvise, and you can use one or two notes. | * Improvise using the three challenges: * Clap and Improvise * Sing, Play and Improvise * Improvise! – Take it in turns to improvise using one or two notes |
| Year 3 | * To know and be able to talk about improvisation: * Improvisation is making up your own tunes on the spot * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them * To know that using one or two notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake | * Improvise using instruments in the context of the song they are learning to perform. * Clap and Improvise * Sing, Play and Improvise * Improvise! – Take it in turns to improvise using one or two notes |
| Year 4 | * To know and be able to talk about improvisation: * Improvisation is making up your own tunes on the spot * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * To know that using one or two notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake * To know that you can use some of the riffs you have heard in the Challenges in your improvisations | * Improvise using instruments in the context of the song they are learning to perform. * Clap and Improvise * Sing, Play and Improvise * Improvise! – Take it in turns to improvise using one, two or three notes |
| Year 5 | * To know and be able to talk about improvisation: * Improvisation is making up your own tunes on the spot * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * To know that using one or two notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake * To know that you can use some of the riffs you have heard in the Challenges in your improvisations * To know three well-known improvising musicians | * 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) |
| Year 6 | * To know and be able to talk about improvisation: * Improvisation is making up your own tunes on the spot * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * To know that using one, two or three notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake * To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations * To know three well-known improvising musicians | * 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) |

**Composition**

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| **Year group** | **Knowledge** | **Skills** |
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| Year 1 | ● Composing is like writing a story with music.  ● Everyone can compose. | ● 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. |
| Year 2 | ● Composing is like writing a story with music.  ● Everyone can compose. | ● Help create three simple melodies with the Units using one, three or five different notes.  ● Learn how the notes of the composition can be written down and changed if necessary |
| Year 3 | To know and be able to talk about:  ● 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.  ● Different ways of recording compositions (letter names, symbols, audio etc.) | ● Help create at least one simple melody using 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 recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |
| Year 4 | * To know and be able to talk about: * 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. * Different ways of recording compositions (letter names, symbols, audio etc.) | ● Help create at least one simple melody using one, three or all 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 recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |
| Year 5 | * To know and be able to talk about: * 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. * A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure * Notation: recognise the connection between sound and symbol | ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  ● Explain the keynote 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 (e.g. graphic/pictorial notation). |
| Year 6 | * To know and be able to talk about: * 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. * A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure * Notation: recognise the connection between sound and symbol | ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  ● Explain the keynote 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 (e.g. graphic/pictorial notation) |

**Performance**

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| **Year group** | **Knowledge** | **Skills** |
| Reception | ● A performance is sharing music | ● Perform any of the nursery rhymes by singing and adding actions or dance.  ● Perform any nursery rhymes or songs adding a simple instrumental part.  ● Record the performance to talk about |
| Year 1 | ● A performance is sharing music with other people, called an audience | ● 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 |
| Year 2 | ● A performance is sharing music with an audience.  ● A performance can be a special occasion and involve a class, a year group or a whole school.  ● An audience can include your parents and friends. | ● 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 |
| Year 3 | * To know and be able to talk about: * Performing is sharing music with other people, an audience * A performance doesn’t have to be a drama! It can be to one person or to each other * You need to know and have planned everything that will be performed * You must sing or rap the words clearly and play with confidence * A performance can be a special occasion and involve an audience including of people you don’t know * It is planned and different for each occasion * It involves communicating feelings, thoughts and ideas about the song/music | ● To choose what to perform and create a programme.  ● To communicate the meaning of the words and clearly articulate them.  ● To talk about the best place to be when performing and how to stand or sit.  ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. |
| Year 4 | To know and be able to talk about:  ● Performing is sharing music with other people, an audience  ● A performance doesn’t have to be a drama! It can be to one person or to each other  ● You need to know and have planned everything that will be performed  ● You must sing or rap the words clearly and play with confidence  ● A performance can be a special occasion and involve an audience including of people you don’t know  ● It is planned and different for each occasion  ● It involves communicating feelings, thoughts and ideas about the song/music | ● To choose what to perform and create a programme.  ● Present a musical performance designed to capture the audience.  ● To communicate the meaning of the words and clearly articulate them.  ● To talk about the best place to be when performing and how to stand or sit.  ● To record the performance and say how they were feeling, what they were pleased with what they would change and why |
| Year 5 | * To know and be able to talk about: * Performing is sharing music with other people, an audience * A performance doesn’t have to be a drama! It can be to one person or to each other * Everything that will be performed must be planned and learned * You must sing or rap the words clearly and play with confidence * A performance can be a special occasion and involve an audience including of people you don’t know * It is planned and different for each occasion * A performance involves communicating ideas, thoughts and feelings about the song/music | ● To choose what to perform and create a programme.  ● To communicate the meaning of the words and clearly articulate them.  ● To talk about the 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?” and “It would have been even better if...?” |
| Year 6 | * To know and be able to talk about: * Performing is sharing music with an audience with belief * A performance doesn’t have to be a drama! It can be to one person or to each other * Everything that will be performed must be planned and learned * You must sing or rap the words clearly and play with confidence * A performance can be a special occasion and involve an audience including of people you don’t know * It is planned and different for each occasion * A performance involves communicating ideas, thoughts and feelings about the song/music | ● To choose what to perform and create a programme.  ● To communicate the meaning of the words and clearly articulate them.  ● To talk about the 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?” and “It would have been even better if...?” |