**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.
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| 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
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| 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.
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| 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.
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| 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
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| 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
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**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
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| 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
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| 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)
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| 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)
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 **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...?” |