



# Music Skills Progression Map

## Subject - Music

	Y1	Y2	Y3	Y4
<b>Listen and Appraise</b>	<p>To learn how they can enjoy moving to music by dancing, marching.</p> <p>To know what the songs are about.</p> <p>To know that music has a steady pulse, like a heartbeat and rhythm.</p>	<p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To learn how songs can tell a story or describe an idea.</p> <p>To know we add high and low sounds, pitch, when we sing and play our instruments.</p>	<ul style="list-style-type: none"> <li>● To be able to talk about:               <ul style="list-style-type: none"> <li>-Its lyrics: what the song is about</li> <li>-Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>- Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>-Name some of the instruments they heard in the song</li> </ul> </li> <li>● To confidently identify and move to the pulse.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to talk about:               <ul style="list-style-type: none"> <li>-<i>the style indicators of that song</i></li> <li>- The lyrics: what the song is about.</li> <li>-Any musical dimensions featured in the song and where they are (texture, dynamics, tempo, rhythm and pitch).</li> <li>-Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>-Name some of the instruments they heard in the song.</li> </ul> </li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> </ul>
<b>Musical Activities Skills</b>	Listen to the rhythm and copy back.	Listen to the rhythm and copy back.	<ul style="list-style-type: none"> <li>● Know how to find and demonstrate the pulse.</li> <li>● Know the difference between pulse and rhythm.</li> <li>● Know how pulse, rhythm and pitch work together to create a song.</li> <li>● Know that every piece of music has a pulse/steady beat.</li> <li>● Know the difference between a musical question and an answer.</li> </ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm and pitch work together</li> <li>● Pulse: Finding the pulse – the heartbeat of the music</li> <li>● Rhythm: the long and short patterns over the pulse</li> <li>● Know the difference between pulse and rhythm</li> <li>● Pitch: High and low sounds that create melodies</li> <li>● How to keep the internal pulse</li> <li>● <i>Musical Leadership: creating musical ideas for the group to copy or respond to</i></li> </ul>

<p><b>Singing</b></p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To know that unison is everyone singing at the same time.</p> <p>To know why we need to warm up our voices.</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn to start and stop singing when following a leader.</p>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To have an awareness of the pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing</li> </ul>
<p><b>Playing Instruments</b></p>	<p>Learn the names of the instruments they are playing.</p> <p>Treat instruments carefully and with respect.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Play a tuned instrumental part with the song they perform.</p>	<p>Know the names of untuned percussion instruments played in class.</p> <p>Treat instruments carefully and with respect.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>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).</p> <p>Play with a steady pulse.</p>	<ul style="list-style-type: none"> <li>● To know and be able to talk about the instruments used in class.</li> <li>● To treat instruments carefully and with respect.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>● To know and be able to talk about the instruments used in class and other instruments they might play in a band or orchestra.</li> <li>● To treat instruments carefully and with respect.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>
<p><b>Composition</b></p>	<p>To know that composing is like writing a story with music.</p> <p>Create a simple melody using one, two or three notes.</p>	<p>To know that composing is like writing a story with music.</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p>	<ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> </ul>	<ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or all five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> </ul>

	Learn how the notes of the composition can be written down and changed if necessary.	Learn how the notes of the composition can be written down and changed if necessary.	<ul style="list-style-type: none"> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● <i>Record the composition in any way appropriate that recognises the connection between sound and symbol .</i></li> </ul>
<b>Performance</b>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> <li>● Present a musical performance designed to capture the audience.</li> </ul>