

2024/2025 Music Progression

<p>St Anthony's Pre-School/ Reception</p>	<p>Purple = Substantive Knowledge</p>		<p>Green = Disciplinary Knowledge/ Skills</p>		
<p>Listen and Respond</p>	<p>Explore and Create</p>	<p>Singing</p>	<p>Share and Perform</p>	<p>Composition</p>	<p>Improvisation</p>
<p>-To learn that music can touch your feelings. enjoy moving to music by dancing, singing, being animals or pop stars. -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.</p>	<p>-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.</p>	<p>-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.</p>	<p>-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.</p>	<p>-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.</p>	<p>-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! -Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). -2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p>

St Marks Yr 1/2	Purple = Substantive Knowledge			Green = Disciplinary Knowledge/ Skills		
Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
<p>-To know five songs from memory and who sang them or wrote them.</p> <p>-To know the style of the five songs.</p> <p>-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)</p> <p>-Identify the main sections of the song (introduction, verse, chorus etc.)</p>	<p>-Know how to find and demonstrate the pulse.</p> <p>-Know the difference between pulse and rhythm.</p> <p>-Know how pulse, rhythm and pitch work together to create a song. - Know that every piece of music has a pulse/steady beat.</p> <p>-Know the difference between a musical question and an answer.</p> <p>-Using the Warm up Games tracks provided, complete the Bronze, Silver and</p>	<p>-To know and be able to talk about:</p> <p>-Singing in a group can be called a choir</p> <p>-Leader or conductor: A person who the choir or group follow</p> <p>-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</p> <p>-To sing in unison and in simple</p>	<p>-The instruments used in class (a glockenspiel, a recorder)</p> <p>-To treat instruments carefully and with respect.</p> <p>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.</p> <p>-To rehearse and perform their part within the context of the Unit song. - To listen to and follow musical</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot.</p> <p>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>-To know that using one or two notes confidently is better than using five</p> <p>-To know that if you improvise using the notes you are given, you cannot make a</p>	<p>-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.)</p> <p>-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</p>	<p>-To know and be able to talk about</p> <p>-Performing is sharing music with other people, an audience</p> <p>-A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>-You need to know and have planned everything that will be performed</p> <p>-You must sing or rap the words clearly and play with confidence</p> <p>-A performance can be a special occasion and involve an</p>

<p>-Name some of the instruments they heard in the song.</p> <p>-To confidently identify and move to the pulse.</p> <p>-To think about what the words of a song mean.</p> <p>-To take it in turn to discuss how the song makes them feel.</p> <p>-Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy 3. Pitch Copy Back 4. Pitch Copy Back 	<p>two-parts.</p> <p>-To demonstrate a good singing posture.</p> <p>-To follow a leader when singing.</p> <p>-To enjoy exploring singing solo.</p> <p>-To sing with awareness of being 'in tune'.</p> <p>-To have an awareness of the pulse internally when singing.</p>	<p>instructions from a leader.</p>	<p>mistake</p> <p>-Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise 2. Sing, Play and Improvise 3. Improvise! 	<p>unit song.</p> <p>-Talk about how it was created.</p> <p>-Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>audience including of people you don't know</p> <p>-It is planned and different for each occasion</p> <p>-It involves communicating feelings, thoughts and ideas about the song/music</p> <p>To choose what to perform and create a programme.</p> <p>-To communicate the meaning of the words and clearly articulate them.</p> <p>-To talk about the best place to be when performing and how to stand or sit.</p> <p>-To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
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St Francis Yr3/4	Purple = Substantive Knowledge			Green = Disciplinary Knowledge/ Skills		
Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
<p>-To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>-To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>-To choose two or three other songs and be able to talk about: ○ Some of the style</p>	<p>Know and be able to talk about:</p> <p>-How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>-How to keep the internal pulse - Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>-To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what 	<p>To know and be able to talk about:</p> <p>-Different ways of writing music down – e.g. staff notation, symbols</p> <p>-The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>-The instruments they might play or be played in a band or orchestra or by their friends</p> <p>-Play a musical instrument with the correct technique within</p>	<p>To know and be able to talk about improvisation:</p> <p>-Improvisation is making up your own tunes on the spot</p> <p>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>-To know that using one or two notes confidently</p>	<p>To know and be able to talk about:</p> <p>-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.</p> <p>-A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and</p>	<p>To know and be able to talk about:</p> <p>-Performing is sharing music with other people, an audience</p> <p>-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</p> <p>-You must sing or rap the words</p>

<p>indicators of the songs (musical characteristics that give the songs their style)</p> <ul style="list-style-type: none"> o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the songs (intro, verse, chorus etc.) o Name some of the instruments they heard in the songs o The historical context of the songs. What else was going on at this time? <p>-To identify and move to the pulse with ease.</p> <p>-To think about the message of songs. -To compare two</p>	<p>-Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy 3. Pitch Copy Back 4. Pitch Copy Back 	<p>the song is about and the meaning of the lyrics</p> <ul style="list-style-type: none"> o To know and explain the importance of warming up your voice <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>the context of the Unit song.</p> <p>-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.</p> <p>-To rehearse and perform their part within the context of the Unit song.</p> <p>-To listen to and follow musical instructions from a leader.</p> <p>-To lead a rehearsal session.</p>	<p>is better than using five</p> <ul style="list-style-type: none"> -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 -Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> 1. Clap and Improvise 2. Sing, Play and Improvise 3. Improvise! 	<p>structure - Notation: recognise the connection between sound and symbol</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>-Explain the keynote or home note and the structure of the melody.</p> <p>-Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g.</p>	<p>clearly and play with confidence</p> <ul style="list-style-type: none"> -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 <p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> -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
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<p>songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <ul style="list-style-type: none">-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.					graphic/pictorial notation).	performance. -To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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St Albans Yr5/6	Purple = Substantive Knowledge			Green = Disciplinary Knowledge/ Skills		
Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
<p>-To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>-To know the style of the songs and to name other songs from the Units in those styles.</p> <p>-To choose three or four other songs and be able to talk about: o The style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are</p>	<p>-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 -Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the</p>	<p>-To sing in unison and to sing backing vocals. -To enjoy exploring singing solo. To listen to the group when singing. -To demonstrate a good singing posture. -To follow a leader when singing. -To experience rapping and solo singing. -To listen to each other and be aware of how you fit into the group. -To sing with awareness of being 'in tune'. -To know and</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

<p>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</p> <p>To identify and move to the pulse with ease.</p> <p>-To think about the message of songs. -To compare two songs in the same style, talking</p>	<p>following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy 3. Pitch Copy Back 4. Pitch Copy Back 	<p>confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>-To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>-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</p> <p>-To sing in unison and to sing backing vocals.</p> <p>-To demonstrate a good singing posture.</p>	<p>one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>-To rehearse and perform their part within the context of the Unit song. - To listen to and follow musical instructions from a leader.</p> <p>-To lead a rehearsal session.</p>	<p>cannot make a mistake</p> <p>-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</p> <p>-Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise 2. Sing, Play and Improvise 3. Improvise! 	<p>melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>-Explain the keynote or home note and the structure of the melody.</p> <p>-Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>people you don't know</p> <p>-It is planned and different for each occasion</p> <p>-A performance involves communicating ideas, thoughts and feelings about the song/music</p> <p>To choose what to perform and create a programme.</p> <p>-To communicate the meaning of the words and clearly articulate them.</p> <p>-To talk about the venue and how to use it to best effect. -To record the performance and compare it to a previous performance.</p> <p>-To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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<p>about what stands out musically in each of them, their similarities and differences.</p> <ul style="list-style-type: none">-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.		<ul style="list-style-type: none">-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'.				
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