



Music – progression in knowledge and skills

National curriculum statutory coverage for Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music.

Progression of musical knowledge and skills

	Listen and appraise	Singing	Playing instruments	Improvisation	Composition	Performance
Year 3	<u>Knowledge</u> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * Its lyrics: what the song is about * Any musical dimensions featured in the song, and 	<u>Knowledge</u> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir. • Leader or conductor: A person who the choir or group follow. 	<u>Knowledge</u> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, a recorder) <u>Skills</u> <ul style="list-style-type: none"> • To treat instruments 	<u>Knowledge</u> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • 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 	<u>Knowledge</u> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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. 	<u>Knowledge</u> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * 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. <p><u>Skills</u></p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs e.g. 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 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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 <p><u>Skills</u></p> <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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 <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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. 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • 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 <p><u>Skills</u></p> <p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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><u>Skills</u></p> <ul style="list-style-type: none"> • 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. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance does not 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 <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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.
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	<p>people's thoughts about the music.</p> <ul style="list-style-type: none"> • When you talk try to use musical words. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<p>improvise to complete challenges:</p> <p>Copy Back – Listen and sing back</p> <p>melodic patterns</p> <p>o Play and Improvise – Using instruments, listen and play your own answer</p> <p>Improvise! – Take it in turns to improvise.</p>	<ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> • 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	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • 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) 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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 <p><u>Skills</u></p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within 	<p><u>Knowledge</u></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • 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 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Create simple melodies using up to 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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,

	<p>* Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>* Name some of the instruments they heard in the songs</p> <p>* The historical context of the songs. What else was going on at this time?</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • 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'. 	<p>the context of the Unit song.</p> <ul style="list-style-type: none"> • 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 	<p>riffs you have heard in the</p> <ul style="list-style-type: none"> • Challenges in your improvisations • To know three well-known improvising musicians <p><u>Skills</u></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Challenges.</p> <p>Play and Copy Back Play and Improvise Improvise</p>	<p>five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> • 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). 	<p>thoughts and feelings about the song/music</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music 	<p><u>Knowledge</u></p> <p>To know and be able to talk about improvisation:</p>	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created 	<p><u>Knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief

	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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 <p><u>Skills</u></p> <ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. 	<p>sing them with a strong internal pulse.</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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><u>Skills</u></p> <ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. 	<p>down – e.g. staff notation, symbols</p> <ul style="list-style-type: none"> • 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 <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 <p><u>Skills</u></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and</p>	<p>by you and kept in some way.</p> <ul style="list-style-type: none"> • 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 <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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' 	<ul style="list-style-type: none"> • 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. 	<p>improvise using the Bronze, Silver or Gold Challenges. Play and Copy back using instruments Play and Improvise using up to three notes Improvisation! You will be using up to three notes.</p>	<p>the melody connects with the song.</p> <ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>went well?" and "It would have been even better if...?"</p>
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