

The Gateway Primary Academy

Progression in Knowledge and Skills - Music



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Main styles of music	Old school Hip-hop, Reggae, Blue, Baroque, Latin, Bhangra, Folk, Funk, Bossa Nova, Pop, Classical	Afropop, South African, A song with rapping and improvising for Christmas, Rock, Reggae, Pop, Classical	RnB and other styles, Reggae, Music from around the world, celebrating differences and being kind to one another, Disco, Classical	Pop music, ABBA's music, mixed styles, Grime, Gospel, The Beatles/Pop, Classical	Rock, Bossa Nova and Swing, Pop Ballads, Old-school hip-hop, Motown, Classical	Pop/Neo Soul, Bacharach and Blues, Classical or Urban Gospel, 70s Ballad/Pop, Classical
Listen and appraise: Knowledge	Learn 5 songs off by heart Understand the meaning of a range of songs Know and recognise the sounds and names of some of the instruments	Know 5 songs off by heart. Know some songs have a chorus or a response/answer part. Know that some songs have a musical style.	Know 5 songs from memory and who sang them or wrote them. Know the style of the 5 songs Choose one song and talk about: Its lyrics: what the song is about Musical dimensions (texture, dynamics, tempo, rhythm and pitch) Main sections of the song (introduction, verse, chorus) Name some of the instruments in the song.	Know 5 songs from memory and who sang them or wrote them. Know the style of the 5 songs Choose one song and talk about: Some of the style indicators of that songs (musical characteristics) Its lyrics: what the song is about Musical dimensions (texture, dynamics, tempo, rhythm and pitch) Main sections of the song (introduction, verse, chorus) Name some of the instruments in the song.	Know five songs from memory, who sang or wrote them, when they were written and if possible, why? Know the style of the five songs and to name other songs from the Units in those songs. 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 song their style) The lyrics: What the song is about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the sections of the songs (intro, verse, chorus, etc) Name some of the instruments they heard in the songs The historical context of the song	Know five songs from memory, who sang or wrote them, when they were written and if possible, why? Know the style of the five songs and to name other songs from the Units in those songs. 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 song their style) The lyrics: What the song is about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the sections of the songs (intro, verse, chorus, etc) Name some of the instruments they heard in the songs The historical context of the song musically and historically.

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Games: Skills	Participate in a range of games and challenges which:					
	Develop an understanding of pulse, rhythm and pitch	Embed understanding of pulse, rhythm and pitch.	Embed understanding of pulse, rhythm and pitch.	Embed understanding of pulse, rhythm and pitch.	Embed understanding of pulse, rhythm and pitch.	Embed understanding of pulse, rhythm and pitch.
Games: Knowledge	Know that music has a steady pulse like a heart beat Create rhythms from words, our names, favourite food, colours or animals	Know that music has a steady pulse like a heart beat Create rhythms from words, our names, favourite food, colours or animals Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how the 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 questions and an answer.	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.	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.	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.
Listen and appraise: Skills	Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Learn how songs can tell a story or describe an idea.	Confidently identify and move to the pulse. Think about the meaning of the words in the song. Take it turns to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	Confidently identify and move to the pulse 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 people's thoughts about the music. When you talk, try to use musical vocabulary.	Identify and move to the pulse with ease. Think about the message of songs 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 vocabulary. Talk about the music and how it makes you feel.	Identify and move to the pulse with ease. Think about the message of songs 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 vocabulary. Talk about the music and how it makes you feel.

Singing: Knowledge	Confidently sing or rap 5 songs from memory and sing in unison	Confidently know and sing 5 songs from memory. Know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word) Know why we need to warm up our voices.	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 you must listen to each other. Know why you must warm up your voice.	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. Know why you must warm up your voice.	Through Choral Outreach, know and confidently sing at least five songs and their parts from memory and to sing them with a strong internal pulse. Choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping. Know what the song is about and the meaning of the lyrics. Know and explain the importance of warming up your voice.	know and confidently sing at least five songs and their parts from memory and to sing them with a strong internal pulse. Choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping. Know what the song is about and the meaning of the lyrics. Know and explain the importance of warming up your voice.
Singing: Skills	Learn about voice, singing notes of different pitches (high and low) Understand the different types of sound they can make with their voice e.g. rap Follow a leader when singing	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 stop and stop singing when following a leader.	Sing in unison and in simple two parts Demonstrate a good singing posture Follow a leader when singing Enjoy exploring solo singing Sing with an awareness of being in tune. Develop an awareness of the pulse internally when singing.	Sing in unison and in simple two-parts Demonstrate a good singing posture Follow a leader when singing Enjoy exploring solo singing Sing with an awareness of being in tune Rejoin the song if lost Listen to the group when singing.	Sing in unison and sing backing vocals. Enjoy exploring solo singing Listen to the group when singing Demonstrate a good singing posture. Follow the leader when singing Experience rapping and solo singing Listen to each other and be aware of how you fit into the group Develop an awareness of being in tune.	Sing in unison and sing backing vocals. Demonstrate a good singing posture. Follow the leader when singing Experience rapping and solo singing Listen to each other and be aware of how you fit into the group Sing with an awareness of being 'in tune'.

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Playing: Knowledge	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.	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.	Know and be able to talk about: The instruments used in class (a glockenspiel, a recorder).	Know and talk about: The instruments used in class (a glockenspiel and violin). Other instruments they might play or be played in a band or orchestra.	While learning to play the ukulele: 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.	Different ways of writing music down - e.g. staff notation, symbols, The instruments they might play or be played in a band or orchestra or by their friends.
Playing: Skills	Treat instruments carefully and with respect Play a tuned instrument play with the song they perform. Learn to play an instrumental part that matches their musical challenge e.g. using one of the differentiated parts (a one-note part, a simple part, medium part) Listen to and follow musical instructions from a leader.	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.	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. Rehearse and perform their part within the context of the Unit song. Listen to and follow instructions from a leader.	Treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instruments - a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Experience leading the playing by making sure everyone plays in the playing section of the song.	Play a musical instrument (ukulele) with the correct technique. Select and learn an instrumental part that matches their music challenges, using one of the differentiated parts - e.g. one-note, simple or medium part of the melody of the song from memory or using notation. Rehearse and perform their part within the context Listen to and follow musical instructions from a leader. Lead a rehearsal session.	Play a musical instrument (ukulele) with the correct technique. Select and learn an instrumental part that matches their music challenges, using one of the differentiated parts - e.g. one-note, simple or medium part of the melody of the song from memory or using notation. Rehearse and perform their part within the context Listen to and follow musical instructions from a leader. Lead a rehearsal session.

Improvisation: Knowledge	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!	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.	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. Know that using one or two notes confidently is better than using five. Know that if you improvise using the notes you are given, you cannot make a mistake.	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. Know that using one or two notes confidently is better than using five. Know that you can use some of the riffs you have heard in the 'Challenges' in your improvisations.	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. Know that using one or two notes confidently is better than using five. Know that if you improvise using the notes you are given you can not make a mistake. Know that you can use some of the riffs you have heard in the 'challenges' in your improvisations.	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. Know that using one or two notes confidently is better than using five. Know that if you improvise using the notes you are given you can not make a mistake. Know 3 well-known improvising musicians
Improvisation: Skills	Use the improvisation tracks provided to: Clap and improvise Sing, play and improvise	Use the improvisation tracks provided to: Clap and improvise Sing, play and improvise	Use the improvisation tracks provided to: Clap and improvise Sing, play and improvise	Use the improvisation tracks provided to: Clap and improvise Sing, play and improvise	Use the improvisation tracks provided to: Clap and improvise Sing, play and improvise	Use the improvisation tracks provided to: Clap and improvise Sing, play and improvise

Composition: Knowledge	Composing is like writing a story with music Everyone can compose	Composing is like writing a story with music. Everyone can compose	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 composition (letter names, symbols, audio etc)	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 composition (letter names, symbols, audio etc)	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	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
Composition: Skills	Help to create a melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	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.	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)	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)	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. Explain 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)	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. Explain 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: Knowledge	A performance is sharing music with other people called an audience	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 e.g. Our Christmas Show, Harvest Festival, Year 2 singing festival	A performance 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 of people you don't know (Recorder Festival) It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the music/song.	A performance 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 of people you don't know It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the music/song.	Through Choral Outreach performances develop an understanding of performing on a larger scale. A performance is sharing music with other people, an audience. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. It involves communicating feelings, thoughts and ideas about the music/song.	Performing in sharing music with an audience with belief. 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.
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Performance: Skills	Choose a song they have learnt and perform it. Add their own ideas to their performance e.g. actions. Record the performance and say how they were feeling about it.	Choose a song they have learnt and perform it. Add their own ideas and actions to the performance. Record the performance and say how they were feeling about it. Begin to develop evaluation skills.	Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with, what they would change and why.	Choose what to perform and create a programme. Present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with and what they would change and why.	Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it - what went well, and it would have been better if...?	Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it - what went well, and it would have been better if...?
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