

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Listen 	- To learn how they	 To learn how they 	- To confidently	- To confidently	- To identify and	- To identify and
and	can enjoy moving to	can enjoy moving	identify and move	identify and move to	move to the pulse	move to the pulse
Appraise	music by dancing,	to music by	to the pulse.	the pulse.	with ease.	with ease.
	marching, being	dancing,	To think about	To talk about the	To think about	 To think about the
	animals or pop stars.	marching, being	what the words of	musical dimensions	the message of	message of songs.
		animals or pop	a song mean.	working together in	songs.	 To compare two
		stars.	To take it in turn	a range of songs eg if	To compare two	songs in the same
		 To learn how 	to discuss how the	the song gets louder	songs in the same	style, talking about
		songs can tell a	song makes them	in the chorus	style, talking about	what stands out
		story or describe	feel.	(dynamics).	what stands out	musically in each of
		an idea.	Listen carefully	Talk about the	musically in each of	them, their
			and respectfully to	music and how it	them, their	similarities and
			other people's	makes them feel.	similarities and	differences.
			thoughts about the	Listen carefully	differences.	 Listen carefully and
			music.	and respectfully to	Listen carefully	respectfully to other
				other people's	and respectfully to	people's thoughts
				thoughts about the	other people's	about the music.
				music.	thoughts about the	 Use musical words
				When you talk try	music.	when talking about
				to use musical	When you talk	the songs.
				words.	try to use musical	 To talk about the
					words.	musical dimensions
					 To talk about the 	working together in a
					musical dimensions	range of songs.
					working together in	Talk about the
					the a range of	music and how it
					songs.	makes you feel, using
					Talk about the	musical language to
					music and how it	describe the music.
					makes you feel	



			Music Progression of S	<u> KIIIS</u>		
 Musical 						
Activities:						
Games	- Embed pulse,	- Embed pulse, rhythm	-Children will	- Children will	- Children will	-Children will
	rhythm and pitch.	and pitch. Children will	complete the	complete the	complete the	complete the
	Children will	complete the	following in	following in relation	following in	following in relation
	complete the	following in relation to	relation to a song,	to a song, using two	relation to the a	to a song, using three
	following in relation	a song:	using two notes:	notes:	song, using three	notes:
	to a song:	Find the pulse.	-Find the Pulse	-Find the Pulse.	notes:	-Find the pulse.
	Find the pulse.	 Copy back short 	- Rhythm Copy	-Rhythm Copy Back.	-Find the pulse.	-Copy back rhythms
	Copy back short	rhythmic phrases	Back.	-Pitch Copy Back.	-Copy back	based on the words
	rhythmic phrases	based on words, with	-Pitch Copy Back	-Pitch Copy Back and	rhythms based on	of the main song,
	based on words,	one and two syllables	Using 2 Notes.	Vocal Warm-ups.	the words of the	that include
	with one and two	whilst marching the	-Pitch Copy Back		main song, that	syncopation/off beat.
	syllables whilst	steady beat.	and Vocal Warm-		include	-Copy back one-note
	marching to the	 Create rhythms for 	ups.		syncopation/off	riffs using simple and
	steady beat.	others to copy.			beat.	syncopated rhythm
	Create rhythms	 Use your voices to 			-Copy back one-	patterns.
	for others to copy.	copy back using 'la',			note riffs using	-Lead the class by
	 Use your voices to 	whilst marching the			simple and	inventing rhythms for
	copy back using 'la',	steady beat.			syncopated rhythm	others to copy back.
	whist marching to	 Use your voices to 			patterns.	-Copy back two-note
	the steady beat.	copy back using 'la'.			- Lead the class by	riffs by ear and with
	 Use your voices to 				inventing rhythms	notation.
	copy back using 'la'.				for others to copy	-Question and
					back.	answer using two
					-Copy back two-	different notes.
					note riffs by ear	-Copy back three-
					and with notation.	note riffs by ear and
					-Question and	with notation.
					answer using two	-Question and
					different notes.	answer using three
					-Copy back three-	different notes.



	Music Progression of Skills							
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 or say words in rhythm. • Learn to start and stop singing when following a leader.	- 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.	- 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.	- 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 rejoin the song if lost. • To listen to the group when singing.	note riffs by ear and with notation o Question and answer using three different notes. 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 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'.		
			when singing.		other and be aware of how you fit into			



Playing	- Treat instruments	- Treat instruments	- To treat	- To treat	-Play a musical	-Play a musical
	carefully and with	carefully and with	instruments	instruments carefully	instrument with	instrument with the
	respect.	respect.	carefully and with	and with respect.	the correct	correct technique
	Play a tuned	• Learn to play a	respect.	• Play any one, or all	technique within	within the context of
	instrumental part	tuned instrumental	Play any one, or	four, differentiated	the context of the	the song.
	with the song they	part that matches	all of four,	parts on a tuned	song.	 Select and learn an
	perform.	their musical	differentiated parts	instrument – a one-	Select and learn	instrumental part
	Learn to play an	challenge, using one	on a tuned	note, simple or	an instrumental	that matches their
	instrumental part	of the differentiated	instrument – a one-	medium part or the	part that matches	musical challenge,
	that matches their	parts (a one-note,	note, simple or	melody of the song	their musical	using one of the
	musical challenge,	simple or medium	medium part or the	from memory or	challenge, using	differentiated parts –
	using one of the	part).	melody of the	using notation.	one of the	a one-note, simple or
	differentiated parts	 Play the part in time 	song) from	To rehearse and	differentiated parts	medium part or the
	(a one-note part, a	with the steady pulse.	memory or using	perform their part	– a one-note,	melody of the song
	simple part, medium	 Listen to and follow 	notation.	within the context of	simple or medium	from memory or
	part).	musical instructions	To rehearse and	the song.	part or the melody	using notation.
	Listen to and	from a leader.	perform their part	To listen to and	of the song from	To rehearse and
	follow musical		within the context	follow musical	memory or using	perform their part
	instructions from a		of the song.	instructions from a	notation.	within the context of
	leader.		To listen to and	leader.	To rehearse and	the song.
			follow musical	To experience	perform their part	To listen to and
			instructions from a	leading the playing	within the context	follow musical
			leader.	by making sure	of the song.	instructions from a
				everyone plays in the	To listen to and	leader.
				playing section of	follow musical	• To lead a rehearsal
				the song.	instructions from a	session.
					leader.	
					• To lead a	
					rehearsal session.	
Improvisation	- Improvise using the	- Improvise using the	- Improvise using	- Improvise using	- Improvise using	- Improvise using
	three challenges:	three challenges:	instruments in the	instruments in the	instruments in the	instruments in the
	1. Clap and	1. Clap and Improvise	context of the song	context of a song	context of a song	context of a song to



Music Progression of Skills

		Widsic Progression of Skills				
Improvise – Listen	 Listen and clap back, 	they are learning to	they are learning to	to be performed.	be performed.	
and clap back, then	then listen and clap	perform.	perform.	1. Play and Copy	1. Play and Copy Back	
listen and clap your	your own answer	- Copy Back –	-Copy Back – Listen	Back.	-Copy back using	
own answer	(rhythms of words).	Listen and sing	and sing back	-Copy back using	instruments. Use	
(rhythms of words).	2. Sing, Play and	back.	melodic patterns.	instruments. Use	one/two or three	
2. Sing, Play and	Improvise – Use voices	-Play and	-Play and Improvise.	one/two or three	notes.	
Improvise – Use	and instruments,	Improvise.	-Using instruments,	notes.	2. Play and	
voices and	listen and sing back,	-Using instruments,	listen and play your	2. Play and	Improvise.	
instruments, listen	then listen and play	listen and play your	own answer using	Improvise. You will	You will be using up	
and sing back, then	your own answer	own answer using	one note.	be using up to	to three notes.	
listen and play your	using one or two	one note.	-Improvise! – Take it	three notes.	-Question and	
own answer using	notes.	-Improvise! – Take	in turns to improvise	-Question and	Answer using	
one or two notes.	3. Improvise! – Take it	it in turns to	using one note.	Answer using	instruments. Use	
3. Improvise! – Take	in turns to improvise	improvise using	-Sing, Play and Copy	instruments. Use	one/two or three	
it in turns to	using one or two	one note.	Back – Listen and	one/two or three	notes in your answer.	
improvise using one	notes.	-Sing, Play and	copy back using	notes in your	3. Improvisation! You	
or two notes.		Copy Back – Listen	instruments, using	answer.	will be using up to	
		and copy back	two different notes.	3. Improvisation!	three notes.	
		using instruments,	-Play and Improvise.	You will be using	Classroom Jazz 2 –	
		using two different	-Using your	up to three notes.	Improvise with a	
		notes.	instruments, listen	-Improvise using	feeling for the style	
		-Play and	and play your own	one/two or three	of Bossa Nova and	
		Improvise.	answer using one or	notes.	Swing using the	
		-Using your	two notes.	Classroom Jazz 2 –	notes D, E, G, A + B	
		instruments, listen	-Improvise! – Take it	Improvise with a	(pentatonic scale/a	
		and play your own	in turns to improvise	feeling for the style	five-note pattern).	
		answer using one	using one or two	of Bossa Nova and		
		or two notes.	notes.	Swing using the		
		-Improvise! – Take	-Sing, Play and Copy	notes D, E, G, A + B		
		it in turns to	Back – Listen and	(pentatonic scale/a		

copy back using

instruments, two

five-note pattern).

improvise using

one or two notes. -



			iviusic Progression of S	7KIII3		
			-Sing, Play and Copy Back — Listen and copy back using instruments, two different notesPlay and ImproviseUsing your instruments, listen and play your own answer using two different notesImprovise! — Take it in turns to improvise using	different notesPlay and ImproviseUsing your instruments, listen and play your own answer using two different notesImprovise! – Take it in turns to improvise using three different notes.		
Composition	Help to create a	- Help create three	three different notes. - Help create at	- Help create at least	- Create simple	• Create simple
,	simple melody using	simple melodies using	least one simple	one simple melody	melodies using up	melodies using up to
	one, two or three	one, three or five	melody using one,	using one, three or	to five different	five different notes
	notes.	different notes.	three or five	all five different	notes and simple	and simple rhythms
	Learn how the	• Learn how the notes	different notes.	notes.	rhythms that work	that work musically
	notes of the	of the composition	 Plan and create a 	 Plan and create a 	musically with the	with the style of the
	composition can be	can be written down	section of music	section of music that	style of the Unit	song.
	written down and	and changed if	that can be	can be performed	song.	Explain the
	changed if	necessary.	performed within	within the context of	Explain the	keynote or home
	necessary.		the context of the	the song.	keynote or home	note and the
			song.	Talk about how it	note and the	structure of the
			• Talk about how it	was created.	structure of the	melody.
			was created.	• Listen to and	melody.	• Listen to and
			Listen to and	reflect upon the	Listen to and	reflect upon the



			Music Progression of S	KIIIS		
			reflect upon the	developing	reflect upon the	developing
			developing	composition and	developing	composition and
			composition and	make musical	composition and	make musical
			make musical	decisions about	make musical	decisions about how
			decisions about	pulse, rhythm, pitch,	decisions about	the melody connects
			pulse, rhythm,	dynamics and	how the melody	with the song.
			pitch, dynamics	tempo.	connects with the	Record the
			and tempo.	 Record the 	song.	composition in any
			Record the	composition in any	Record the	way appropriate that
			composition in any	way appropriate that	composition in any	recognises the
			way appropriate	recognises the	way appropriate	connection between
			that recognises the	connection between	that recognises the	sound and symbol
			connection	sound and symbol	connection	(e.g. graphic/pictorial
			between sound	(e.g.	between sound	notation).
			and symbol (e.g.	graphic/pictorial	and symbol (e.g.	
			graphic/pictorial	notation).	graphic/pictorial	
			notation).		notation).	
Perform/	- Choose a song they	- Choose a song they	- To choose what to	- To choose what to	-To choose what to	- To choose what to
Share	have learnt and	have learnt and	perform and create	perform and create a	perform and create	perform and create a
	perform it.	perform it.	a programme.	programme.	a programme.	programme.
	They can add their	 They can add their 	 To communicate 	Present a musical	 To communicate 	 To communicate
	ideas to the	ideas to the	the meaning of the	performance	the meaning of the	the meaning of the
	performance.	performance.	words and clearly	designed to capture	words and clearly	words and clearly
	Record the	Record the	articulate them.	the audience.	articulate them.	articulate them.
	performance and say	performance and say	 To talk about the 	To communicate	 To talk about the 	 To talk about the
	how they were	how they were feeling	best place to be	the meaning of the	venue and how to	venue and how to
	feeling about it.	about it.	when performing	words and clearly	use it to best	use it to best effect.
			and how to stand	articulate them.	effect.	To record the
			or sit.	 To talk about the 	To record the	performance and
			 To record the 	best place to be	performance and	compare it to a
			performance and	when performing	compare it to a	previous
			say how they were	and how to stand or	previous	performance.



 Music Progression of Skills							
		feeling, what they	sit.	performance.	 To discuss and talk 		
		were pleased with	To record the	To discuss and	musically about it –		
		what they would	performance and say	talk musically	"What went well?"		
		change and why.	how they were	about it – "What	and "It would have		
			feeling, what they	went well?" and "It	been even better		
			were pleased with	would have been	if?"		
			what they would	even better if?"			
			change and why.				