

Progression of musical skill 2024-2025



Autumn Term		Spring Term		Summer Term	
Year 1					
<p>My musical heartbeat</p> <p>Copy back singing long and short rhythms when clapping</p> <p>Move, Dance and respond in any way they can when listening.</p> <p>Describe their thoughts and feelings when listening to music.</p> <p>Sing, Rap or rhyme as part of a group / choir.</p> <p>Listen and treat instruments carefully and with respect.</p> <p>Understanding that improvisation means making up their own music.</p> <p>Explore sounds and create their melody using both high and low notes C and D on the glockenspiel.</p>	<p>Dance, sing and play</p> <p>Find and keep a steady beat together. Begin to move in time with a steady beat/pulse.</p> <p>Talk about instruments they might hear and perhaps identify them.</p> <p>Begins to understand different styles of music.</p> <p>Begin to demonstrate good singing posture – standing upright with relaxed shoulders.</p> <p>Sing some songs from memory.</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major on the glockenspiel.</p> <p>Compose a simple melody using the notes C D and E.</p> <p>Flow a steady beat and stay on time.</p> <p>Begin to explore and create using graphic score.</p>	<p>Exploring sounds</p> <p>Use body percussion, instruments, and voices.</p> <p>Identify a fast & slow tempo. Identify loud and quiet sounds.</p> <p>Add actions/ movements to a song.</p> <p>Perform short, repeating rhythm patterns while keeping in time with a steady beat.</p> <p>Improvise by start and end on the note F on the glockenspiel.</p> <p>Use music technology to capture, change and combine sounds.</p>	<p>Learning to listen</p> <p>Copy back singing simple high and low patterns.</p> <p>To talk about similarities and differences between different types of music.</p> <p>Have a go at singing as a small group or solo.</p> <p>Learnt to play the glockenspiel in time with other people.</p> <p>Start and end on the note D on the glockenspiel.</p> <p>To talk about a performance expressing what they enjoyed and what they could do better.</p>	<p>Having Fun with Improvisation.</p> <p>Starts to know and demonstrate the difference between pulse, rhythm and pitch.</p> <p>Recognise some band and orchestral instruments.</p> <p>Try and understand the meaning of the song.</p> <p>Play a part on a tuned instrument.</p> <p>Create musical sound effects in response to music.</p> <p>Explore and begin to create musical ideas using the notes C D E.</p>	<p>Lets perform together</p> <p>Begin to understand different types of music.</p> <p>To try and follow a leader or conductor.</p> <p>Can play a sequence of notes using a tuned instrument.</p> <p>Improvise simple vocal patterns using 'question and answer' phases.</p> <p>Compose music using crochets.</p>
Year 2					
<p>Pulse Rhyme and pitch</p> <p>Use body percussion, instruments and voices.</p> <p>Move in time and keep a steady beat together.</p> <p>Create their own rhythmic and melodic patterns.</p> <p>Find and try to keep a steady beat.</p> <p>Invent different actions to move in time with the music.</p> <p>Identify loud and quiet sounds as an introduction to understanding dynamics.</p>	<p>Playing in an orchestra</p> <p>Continue to copy back simple rhythmic patterns using long and short.</p> <p>Continue to copy back simple melodic patterns using high and low.</p> <p>Walk in time to the beat of a piece of music. Describe differences in tempo and dynamics with more confidence.</p> <p>Recognise some band and orchestral instruments.</p> <p>Continue to talk about where music might fit into the world.</p>	<p>Inventing a musical story</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Begin to understand that there are different styles of music.</p> <p>Discuss the style(s) of the music.</p> <p>Demonstrate good singing posture.</p> <p>Sing short phrases independently.</p> <p>Rehearse and perform their parts within the context of the unit song.</p>	<p>Recognising different sounds.</p> <p>Continue to learn to watch and follow a steady beat.</p> <p>Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Discuss what the song or piece of music might be about.</p> <p>Move, dance and respond with their bodies in any way they can.</p> <p>Sing songs from memory.</p> <p>Sing with more pitch accuracy.</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Follow a steady beat and stay 'in time'.</p>	<p>Exploring improvisation</p> <p>Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Describe their thoughts and feelings when hearing the music.</p> <p>Describe what they see in their individual imaginations when listening to the piece of music.</p> <p>Understand and follow the leader or conductor.</p>	<p>Our big concert</p> <p>Recognise long and short sounds and match them to syllables and movement.</p> <p>Talk about why they like or don't like the music.</p> <p>Talk about any other music they have heard that is similar.</p> <p>Identify a fast or slow tempo.</p> <p>Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo.</p> <p>Listen for being 'in time' or 'out of time'.</p>

Progression of musical skill 2024-2025



<p>Sing as part of a choir.</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Explore improvisation within a major scale, using given notes.</p> <p>Continue to understand that composing is like writing a story with music.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p>	<p>Have a go at singing a solo or in a small group.</p> <p>Play a part on a tuned or untuned instrument by ear.</p> <p>Begin to create personal musical ideas using the given notes.</p> <p>Start their tune/s on note one and end it on note one.</p> <p>Create a simple melody using given notes.</p>	<p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Start and end on the note C (C major).</p>	<p>Create musical sound effects and short sequences of sounds in response to music and video stimuli.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p>	<p>Sing and try to communicate the meaning of the words.</p> <p>Play together as a group while keeping in time with a steady beat.</p> <p>Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Create a story, choosing and playing the glockenspiel.</p>	<p>Add actions and perhaps movement to a song.</p> <p>Perform short, repeating rhythm patterns (while keeping in time with a steady beat).</p> <p>Capture, change and combine sounds using music technology.</p>
---	---	---	--	--	--

Year 3

Progression of musical skill 2024-2025



Writing music down	Playing in a band	Composing Using Your Imagination	More Musical styles	Enjoying improvisation	Opening night
<p>Use body percussion, instruments and voices.</p> <p>Talk about the style of the music.</p> <p>Share their thoughts and feelings about the music together.</p> <p>Sing as part of a choir and in unison.</p> <p>Have a go at singing a solo.</p> <p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation.</p> <p>Explore improvisation and understanding that a collection of notes makes a melody.</p> <p>Create a simple melody using crotchets and minims.</p> <p>Start and end on the note C major scale on the recorder.</p>	<p>Explore the time signatures of 2/4, 3/4 and 4/4.</p> <p>Find the beat or groove of the music. Invent different actions to move in time with the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Demonstrate good singing posture.</p> <p>Sing the unit songs from memory.</p> <p>Can play a melodic instrument.</p> <p>Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.</p> <p>Start and end on the note B using crotchets.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p>	<p>Internalise, keep and move in time with a steady beat.</p> <p>Talk about the style of the music.</p> <p>Identify and describe their feelings when hearing the music, including why they like or don't like the music.</p> <p>Sing with attention to clear diction.</p> <p>Sing more expressively, with attention to breathing and phrasing.</p> <p>Play a part on a tuned instrument by ear or from notation.</p> <p>When improvising, follow a steady beat and stay 'in time'.</p> <p>Composing using crotchets.</p> <p>Composing over a simple groove.</p> <p>Composing over a drone. Include a home note, to give a sense of an ending, coming home.</p>	<p>Listen and copy more complex rhythmic patterns by ear or from notation.</p> <p>Copy back more complex melodic patterns.</p> <p>Use appropriate musical language to describe and discuss the music.</p> <p>Start to use musical concepts and elements more confidently when talking about the music.</p> <p>Recognise that some instruments are band instruments and some are orchestral instruments.</p> <p>Discuss what the song or piece of music might be about.</p> <p>Follow the leader or conductor confidently.</p> <p>Play the instrumental part they are comfortable with and swap when appropriate.</p> <p>Treat instruments carefully and with respect.</p> <p>Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats.</p> <p>Perform their simple composition/s, using their own choice of notes. Give the melody a shape.</p> <p>Describe how their melodies were created.</p>	<p>Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.</p> <p>Identify specific instruments if they can.</p> <p>Talk about where the music fits into the world.</p> <p>Sing with attention to the meaning of the words.</p> <p>Listen for being 'in time' or 'out of time', with an awareness of following the beat</p> <p>Play the right notes with secure rhythms.</p> <p>Play together as a group while keeping the beat.</p> <p>Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.</p> <p>Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. Use simple dynamics.</p> <p>Create a tempo instruction.</p>	<p>Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers</p> <p>Think about and discuss why the song or piece of music was written and what it might mean.</p> <p>Discuss the style of the music and any other music they have heard that is similar.</p> <p>Perform actions confidently and in time.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture and technique</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns</p>
Year 4					
Musical structures	Exploring feelings when you play	Compose with your friends	Feelings through music	Expression and improvisation	The Show must go on
<p>Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers</p>	<p>Identify a rhythm with accuracy.</p>	<p>Explore and begin to create personal musical ideas using the given notes for the unit.</p>	<p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p>	<p>Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases.</p>	<p>Talk about the different styles of singing used for different styles of songs.</p>

Progression of musical skill 2024-2025



<p>Think about and discuss why the song or piece of music was written and what it might mean.</p> <p>Discuss the style of the music and any other music they have heard that is similar.</p> <p>Perform actions confidently and in time.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture and technique</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns</p>	<p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Play their instruments with good posture and technique</p> <p>Explore improvisation within a major scale, using more notes.</p> <p>Create a melody in time with music.</p> <p>Create a melody using crotchets, minims, quavers and their rests.</p>	<p>Discuss the structures of songs.</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Use music technology to capture, change and combine sounds.</p> <p>Start to use simple structures within compositions, eg introduction, verse and chorus.</p> <p>Use simple dynamics. Create a tempo instruction.</p>	<p>A solo vocal/instrumental line and the rest of the ensemble</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Treat instruments carefully and with respect.</p> <p>Improvise over a simple chord progression /groove</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Use a pentatonic scale.</p>	<p>Identify major and minor tonalities. Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p> <p>Recognise the style of music they are listening to.</p> <p>Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Play the right notes with secure rhythms.</p> <p>Play together as a group while keeping the beat.</p> <p>Begin to understand the structure of the composition.</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p>	<p>Talk about how the songs and their styles connect to the world.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Composing over a simple chord progression</p> <p>Composing over a simple groove</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p> <p>Perform their simple composition/s using their own choice of notes.</p>
--	---	---	--	---	---

Year 5

Melody and harmony in music	Sing and Play in different styles	Composing and chords	Enjoying musical styles	Freedom to improvise	Battle of the bands
<p>Use body percussion, instruments and voices.</p> <p>Talk about feelings created by the music.</p> <p>Justify an opinion with reference to the musical elements.</p>	<p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 4/4, 6/8.</p> <p>Understand what a musical introduction is and know its purpose.</p>	<p>Find and keep a steady beat.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre. Sing 'on pitch' and 'in time'.</p> <p>Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song.</p>	<p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing.</p> <p>Play together as a group while keeping the beat.</p>	<p>Copy back melodic patterns using the notes C F and G7.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p>	<p>Explain rapping. Identify major and minor tonalities.</p> <p>Recognise key musical styles (taught this academic year)</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>I can sing and play at the same time.</p> <p>] I can play and sing a two-chord song</p> <p>Play their instruments with good posture.</p>

Progression of musical skill 2024-2025



<p>Identify the musical style of a song or piece of music.</p> <p>Sing in unison and parts, and as part of a smaller group.</p> <p>Talk confidently about how connected they feel to the music and how it connects to the world.</p> <p>Respond to a leader or conductor.</p> <p>Hold the Ukulele correctly.</p> <p>Strum open string patterns rhythmically and on the beat.</p> <p>Explore improvisation using the ukulele.</p> <p>Improvise over a simple groove.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Successfully create a melody in keeping with the style of the backing track</p> <p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perform in smaller groups, as well as with the whole class.</p> <p>I can sing a simple song.</p> <p>I can strum open string patterns rhythmically and on the beat.</p>	<p>Sing a second part in a song. Rehearse and learn songs from memory and/or with notation.</p> <p>Play a part on the ukulele.</p> <p>I can hold the Ukulele correctly and strum open strings rhythmically, in time.</p> <p>I can pluck open strings in time with a song.</p> <p>I can play the chord of C.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Perform simple, chordal accompaniments.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Can explain the weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect on how future performances might be different.</p>	<p>I can play a clean chord of C</p> <p>I can play a clean chord of F</p> <p>I can change between the chords C and F in time with the song.</p> <p>Follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms.</p> <p>Use the ukulele and given notes to compose a song.</p> <p>Start and end on the note G (G major).</p> <p>Perform as part of an orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p>	<p>I can change between the chords C and F in time with the song</p> <p>I can play a clean chord of G7</p> <p>I can change between the chords C and G7 in time with the song.</p> <p>Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower.</p> <p>Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests.</p> <p>when playing notes</p> <p>I can improvise different chord rhythms</p> <p>Compose using the note C F AND G7.</p> <p>Understand the structure of the composition.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen.</p>	<p>Listen to and follow musical instructions from a leader.</p> <p>I can explain how to hold the Ukulele correctly.</p> <p>I can change between two chords in time with the song</p> <p>Include rests or silent beats. Think about creating music with 'phrases' made up of notes.</p> <p>I can improvise a variety of rhythmic strumming patterns</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G).</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Including its composer and the historical and cultural context of the song.</p> <p>A student will lead part of the rehearsal and part of the performance.</p>	<p>Begin to understand how to rehearse a piece of music in order to improve</p> <p>I can sing and play at the same time.</p> <p>I can play the chords C, F and G7 confidently and clearly. I can play and sing a two chord song.</p> <p>Include smooth (legato) and detached (staccato) articulation</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Include a home note to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s, using</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of the performance.</p>
--	---	--	---	--	--

Year 6

<p>Music and technology</p> <p>Use Body percussion instruments and voices.</p>	<p>Developing ensemble skills</p> <p>Find and copy a steady beat.</p>	<p>Creative composition</p> <p>Listen and copy rhythmic patterns made of a patterns of minimums, triplet quavers and semiquavers.</p>	<p>Musical styles connect us</p> <p>Copy back melodic patterns using the notes D, E, F, G and A.</p> <p>Identify the following instruments by ear through a range of media; guitars.</p>	<p>Improvising with confidence</p> <p>Explore time signatures 2/4, 3 /4, 4/4, 5/4, 6/8.</p>	<p>Farewell Tour</p> <p>Explore time signatures 2/4, 3 /4, 4/4, 5/4, 6/8.</p> <p>Identify why there are different sounds within a song.</p>
---	--	--	---	--	--

Progression of musical skill 2024-2025



<p>Explore the time signatures 2/4 and 4.4.</p> <p>Talk about feelings created by the music.</p> <p>Justify an opinion with reference to musical elements.</p> <p>Sing, in parts, where appropriate.</p> <p>I can play the chord of G</p> <p>I can change between the chords C, F and G in time with the song</p> <p>I can identify which song will be best for me to play</p> <p>Find a steady beat and stay in time.</p> <p>Create a simple chord progression. Compose a ternary (ABA form) piece.</p> <p>Create a melody using crotchets, quavers, and minims.</p> <p>Perform a range of songs as a choir in school assemblies.</p> <p>Perform from memory</p> <p>I can play the chord of G</p> <p>I can change between the chords C, F and G in time with the song</p> <p>I can identify which song will be best for me to play.</p> <p>Play in the Key Of C Major</p> <p>Using the chords: C F G7</p> <p>Suggested Strum Patterns: D D D D or D DU U DU</p>	<p>Listen and copy rhythmic patterns made of crotchets, dotted crotchets, quavers, and dotted quavers.</p> <p>Discuss the structure of the music with reference to the verse, chorus, bridge, and instrumental break.</p> <p>Identify the musical style of a song, using some musical vocabulary to discuss its musical elements.</p> <p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance.</p> <p>Sing with and without an accompaniment. Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>To play a tab melody on the ukulele.</p> <p>Play the right notes with secure rhythms.</p> <p>Play together with everybody while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Use a pentatonic and a full scale to compose short pieces of music.</p> <p>Use YUMU to capture, change and combine sounds.</p> <p>Compose song accompaniments using basic chords.</p> <p>Create compositions with an awareness of the basic chords in the backing track.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Discuss how to make small performances better.</p> <p>Using the chords: C F G7</p> <p>Suggested Strum Patterns: D DU D DU or DU XU DU XU</p>	<p>Distinguish between different musical styles by the way they sound.</p> <p>Identify the sounds of different types of music. How are they similar? And how are they different?</p> <p>To understand different styles of singing and how they are similar and different.</p> <p>Understand what a musical introduction and outro are and know their purpose.</p> <p>Rehearse and perform their parts of a song.</p> <p>Play a part on the ukulele.</p> <p>Can play strumming patterns with tab on a ukulele.</p> <p>To create a melody and write the musical notations to it.</p> <p>Use a range of dynamics e.g Fortissimo to mezzo forte to mezzo piano.</p> <p>Use YUMU to create and record a melody.</p> <p>To perform a taught to an audience.</p> <p>Rehearse and lead parts of the performance individually and as a group.</p> <p>Discuss how a performance might change if it were repeated in a large/smaller space.</p> <p>-Using the chords: C F G7.</p> <p>- Suggested Strum Patterns: D DU D DU or DU XU DU XU</p>	<p>percussion instruments such as brass, piano and strings.</p> <p>Demonstrate a d maintain good posture and breath control whilst singing.</p> <p>Talk about the different styles of singing used in the various style of song visited throughout this year.</p> <p>Rehearse and learn to play a part based on the notes c, F Am D7.</p> <p>Play a melody following a staff notation</p> <p>Create a melody using crotchets and quavers.</p> <p>Start to use and understand structures within compositions. E.g. verse and chorus sections.</p> <p>Compose and play a melody.</p> <p>Play the right notes with secure rhythm.</p> <p>Play instruments with good posture.</p> <p>Understand how to rehearse a piece of music.</p> <p>Play a more complex part.</p> <p>Using the chords: C F G Am D7</p> <p>-Suggested Strum Patterns: D DU U DU or D XU U DU (using a chuck on the 2nd D)</p>	<p>Identify why there are different sounds within a song.</p> <p>Recall by ear memorable phrases heard in music.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Playing a part on a untuned instrument</p> <p>Use a wider range of dynamics</p> <p>Include silent notes whilst composing.</p> <p>Compose a melody on a ukulele and play this back thinking about how you can improve on the notes.</p> <p>Collect feedback from the audience and reflect on how the audience believed in/supported the performance.</p> <p>Discuss how the performance might change if it were repeated in a larger/smaller performance space.</p> <p>Using the chords: C Dm F7</p> <p>-Suggested Strum Pattern: D DU D DU</p>	<p>Recall by ear memorable phrases heard in music.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Playing a part on a untunes instrument</p> <p>Use a wider range of dynamics</p> <p>Include silent notes whilst composing.</p> <p>Compose a melody on a ukulele and play this back thinking about how you can improve on the notes.</p> <p>Collect feedback from the audience and reflect on how the audience believed in/supported the performance.</p> <p>Discuss how the performance might change if it were repeated in a larger/smaller performance space.</p> <p>Using the chords: Am C F G</p> <p>- Suggested Strum Patterns: D D UDU and D XU U DU</p>
--	--	--	---	--	---

Progression of musical skill 2024-2025

