



St. Augustine's Catholic Primary School - Music Skills and Progression

EYFS

- To know twenty nursery rhymes by heart
- To know the stories of some of the nursery rhymes
- To sing or rap nursery rhymes and simple songs from memory
- To know that a performance is sharing music

WILLOW

- To know that we can move with the pulse of the music
- To know that the words of songs can tell stories and paint pictures.
- To know that songs have sections
- To know that a performance is sharing music
- To know what the 'listen and appraise' songs are about.
- To know and recognise the sound and names of some of the instruments they use.
- To confidently sing the songs worked on, in unison
- Learn the names of the instruments they are playing

SYCAMORE

- To know what the 'listen and appraise' songs are about.
- To know and recognise the sound and names of some of the instruments they use.
- To confidently sing the songs worked on, in unison
- Learn the names of the instruments they are playing
- (Yr 2)
- To Know songs by heart
- To Know some songs have a chorus and a response/answer part
- To know unison is everyone singing at the same time
- Know the names of untuned percussion instruments played in class
- To Know that music has a steady pulse, like a heartbeat
- To know that we can create rhythm from words, our names, favourite food, colour and animals.
- Learn the names of the notes in their instrumental part from memory or when written down

BEECH	<ul style="list-style-type: none"> ● To Know songs by heart ● To Know some songs have a chorus and a response/answer part ● To know songs have a musical style ● To Know that music has a steady pulse, like a heartbeat ● To know that we can create rhythm from words, our names, favourite food, colour and animals. ● Know rhythms are different from the steady pulse ● To understand that we add high and low sounds, pitch, when we sing and play our instruments ● To know unison is everyone singing at the same time ● Know songs can include other ways of using the voice (i.e. rapping or spoken word) ● To know why we need to warm up our voices ● 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
YR 3	<ul style="list-style-type: none"> ● To know 5 songs from memory (in Listen and Appraise) and who sang them or wrote them ● To know the styles of 5 songs ● Know how to find and demonstrate the pulse (clap back) ● Know that every piece of music has a pulse / steady beat ● Choose one song and be able to talk about: It's 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 (intro, verse, chorus, bridge) / Name some of the instruments they heard in the song. ● Know 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 (happy, sad, energetic) ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● To know why you warmup your voice
YR 3-4	<ul style="list-style-type: none"> ● Know that every piece of music has a pulse / steady beat ● Know the difference between a musical question and answer ● Know singing in a group can be called a choir ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Leader or Conductor = A person who the choir or group follow ● To know why you must warm-up your voice ● Choose one song (from listen and appraise) and be able to talk about: It's 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 (intro,

	<p>verse, chorus, bridge) / Name some of the instruments they heard in the song. / Some style indicators of that song (musical characteristics that give the song its style) / The lyrics: what the song is about</p> <ul style="list-style-type: none"> • Know PULSE: Finding the pulse of the music (heartbeat) • Know RHYTHM: The long and short patterns over the pulse • Know PITCH: High and low sounds that create melodies • Know how the Pulse, Rhythm and Pitch work together • Know how to keep the internal pulse • Create own rap
YR 4-5	<ul style="list-style-type: none"> • Know singing in a group can be called a choir • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Leader or Conductor = A person who the choir or group follow • To know why you must warm-up your voice • Choose one song (from listen and appraise) and be able to talk about: It's 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 (intro, verse, chorus, bridge) / Name some of the instruments they heard in the song. / Some style indicators of that song (musical characteristics that give the song its style) / The lyrics: what the song is about. • Know PULSE: Finding the pulse of the music (heartbeat) • Know RHYTHM: The long and short patterns over the pulse • Know PITCH: High and low sounds that create melodies • Know how the Pulse, Rhythm and Pitch work together • Know how to keep the internal pulse • Create own rap • Know texture of a song (Solo singer makes a thinner texture than a larger group of singers). • In Listen & Appraise know who sang or wrote some of the songs – if possible when and why (historical context – what else was going on at this time?) • Know what the songs are about. • Keep an internal pulse (steady beat) • Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. • Musical Leadership: creating musical ideas for the group to copy or respond to • Practice with note name scores
YR 5-6	<ul style="list-style-type: none"> • Know texture of a song (Solo singer makes a thinner texture than a larger group of singers).

	<ul style="list-style-type: none"> • In Listen & Appraise know who sang or wrote some of the songs – if possible when and why (historical context – what else was going on at this time?) • Know what the songs are about. • Keep an internal pulse (steady beat) • Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. • Musical Leadership: creating musical ideas for the group to copy or respond to Practice with note name scores • Know and talk about the fact we all have a musical identity • To know about the styles of the songs so you can represent the feeling and context to your audience. • To know main features of a song: unison, lead vocal, backing vocals, rapping • Different ways of writing music down (staff notation, symbols) • Know the notes C, D, E, F, G, A, B + C on the treble stave Know instruments that might be played in a band or orchestra
YR 6	<ul style="list-style-type: none"> • Know and talk about the fact we all have a musical identity • To know about the styles of the songs so you can represent the feeling and context to your audience. • To know main features of a song: unison, lead vocal, backing vocals, rapping • Different ways of writing music down (staff notation, symbols) • Know the notes C, D, E, F, G, A, B + C on the treble stave • Know instruments that might be played in a band or orchestra • Know what improvisation is • Realise you can use some of the riffs and licks you have learnt in the Challenges in your improvisations. Know 3 well known improvising musicians (Charlie Parker, Miles Davis, John Coltrane, Bill Evans – most jazz musicians. Ed Sheeran / Eminem create through improvising) • Use an accumulation of Music Skills learned in KS1 and KS2 in performance. • Harmonisation. Know all notes in an octave.