



**Warton St. Paul's Primary School
Music Progression of Skills
2022-2023**

EYFS		Year 1	Year 2	Year 3/4	Year 5	Year 6
<p>Explore and Create 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.</p>	<p>Listen and appraise</p>	<p>To know 5 songs by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.</p>	<p>To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know that music has a steady pulse.</p>	<p>To know five songs, who wrote them and sang them. To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. To listen carefully and respectfully to other people's thoughts about the music. To identify any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch).</p>	<p>To know five songs, who they were written by, when and why. To know the style of the five songs and to name other songs in those styles. To compare to songs from the same style. To know the historical context of the songs and what else was going on at this time.</p>	<p>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. To listen carefully and respectfully to other people's thoughts about the music. To talk about the musical dimensions working together in the Unit songs. To talk about the music and how it makes you feel, using musical language to describe the music.</p>
<p>Singing To sing or rap nursery rhymes and simple songs from memory. To know songs have sections.</p>	<p>Singing</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>To identify singing notes of different pitches (high and low). To know that they can make different types of sounds with their voices e.g. you can rap (spoken word with rhythm).</p>	<p>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.</p>	<p>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.</p>	<p>To know about the style of the songs so you can represent the feeling and context to your audience</p>

			<p>To find a comfortable singing position. To start and stop singing when following a leader.</p>	<p>To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.</p>	<p>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>	
<p>Share and Perform To perform any of the nursery rhymes by singing and adding actions or dance. To perform any nursery rhymes or songs adding a simple instrumental part. To record the performance to talk about.</p>	Playing	<p>To learn the names of the notes in their instrumental part from memory, or when written down. To learn the names of the instruments they are playing.</p>	<p>To treat instruments carefully and with respect. To 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). To play the part in time with the steady pulse. To listen to and follow musical instructions from a leader.</p>	<p>To 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. To rehearse and perform their part.</p>	<p>To 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</p>	<p>To 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</p>
	Improvisation	<p>To know that improvisation is making up your own tunes on the spot.</p>	<p>To improvise using one or two notes.</p>	<p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p>	<p>To know that you can use some of the riffs you have heard in your improvisations. To know three well-known improvising musicians.</p>	<p>To know that you can use some of the riffs and licks you have learnt in your improvisations.</p>
	Composition	<p>To create a simple melody using one, two or three notes.</p>	<p>To create simple melodies with up to five notes. To learn how the notes of the composition can be written down and</p>	<p>To know and be able to talk about different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>To know and be able to talk about: A composition has pulse, rhythm and pitch that work together and are</p>	<p>To explain the keynote or home note and the structure of the melody. To listen to and reflect upon the developing composition and make</p>

			changed if necessary.		shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol	musical decisions about how the melody connects with the song. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
	Performance	To work with others to perform a song they have learnt. To say how they feel about the performance.	To choose a song to perform. To add their ideas to the performance. To say how they could improve a performance.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. 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.	To know that performing is sharing music with an audience with belief To plan and learn a performance. To sing or rap the words clearly and play with confidence. To communicate ideas, thoughts and feelings about the song/music in the performance.	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...?”

