



## ST BREOCK SCHOOL

### MUSIC SKILLS PROGRESSION MAP



	YEAR 1 CHARANGA	YEAR 2 CHARANGA	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Singing songs with control and using the voice expressively</b>	<p>Confidently sing or rap songs from memory and sing them in unison; 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.</p>	<p>Know songs off by heart; Know some songs have a chorus or a response/answer part; Know that songs have a musical style; 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.</p>	<p>Know songs from memory, and who sang or wrote them; Know the style of songs; Sing in unison and in simple two-parts; Demonstrate good singing posture; Follow a leader when singing; Enjoy exploring singing solo; Sing with an awareness of being “in tune”; Have an awareness of the pulse internally when singing; Know why you must warm up your voice.</p>	<p>Know songs from memory and who sang or wrote them; Sing in unison and simple two-parts; Demonstrate good singing posture; Follow a leader when singing; Sing with an awareness of being “in tune”; Rejoin the song if lost; Listen to the group when singing; Know why you must warm up your voice.</p>	<p>Know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse; Sing in unison and sing backing vocals; Enjoy exploring singing solo; Demonstrate good posture when singing; Follow a 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”; Know and explain the importance of warming up your voice.</p>	<p>Know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse; Know about the style of the songs so you can represent the feeling and context to your audience; Sing in unison and sing backing vocals; Enjoy exploring singing solo; Demonstrate good posture when singing; Follow a 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”; Know and explain the importance of warming up your voice</p>
<b>Listening, memory and movement</b>	<p>Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars; Recall and remember short songs and sequences and patterns of sounds; Identify different sound sources;</p>	<p>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.</p>	<p>Confidently identify and move to the pulse; Identify melodic phrases and play them by ear; Create sequences of movements in response to sounds; Explore and chose different movements to describe animals;</p>	<p>Confidently identify and move to the pulse; Identify melodic phrases and play them by ear; Create sequences of movements in response to sounds; Explore and chose different movements to describe animals;</p>	<p>To identify and move to the pulse with ease; Internalise short melodies and play these on pitched percussion (play by ear); Create dances that reflect musical features; Identify different moods and textures;</p>	<p>To identify and move to the pulse with ease; Internalise short melodies and play these on pitched percussion (play by ear); Create dances that reflect musical features; Identify different moods and textures;</p>

	Identify well-defined musical features.		Demonstrate the ability to recognise the use of structure and expressive elements through dance; Identify phrases that could be used as an introduction, interlude and ending.	Demonstrate the ability to recognise the use of structure and expressive elements through dance; Identify phrases that could be used as an introduction, interlude and ending.	Identify how a mood is created by music and lyrics; Listen to longer pieces of music and identify features	Identify how a mood is created by music and lyrics; Listen to longer pieces of music and identify features
<b>Controlling pulse and rhythm</b>	Know that music has a steady pulse, like a heartbeat; Know that we can create rhythms from words, our names, favourite food, colours and animals.	Play their part in time with the steady pulse;	Confidently identify and move to the pulse; Know the difference between pulse and rhythm; Know how 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 question and an answer.	Be able to talk about how pulse, rhythm and pitch work together; Know the difference between pulse and rhythm	To identify and move to the pulse with ease; Improvise rhythm patterns; Perform an independent part keeping to a steady beat; Identify the metre of different songs through recognising the pattern of strong and weak beats; Subdivide the pulse while keeping to a steady beat	To identify and move to the pulse with ease;
<b>Exploring sounds, melody and accompaniment</b>	Explore different sound sources; Make sounds and recognise how they can give a message; Identify and name classroom instruments; Create and chose sounds in response to a given stimulus; Identify how sounds can be changed; Change sounds to reflect different stimuli.	Explore different sound sources; Make sounds and recognise how they can give a message; Identify and name classroom instruments; Create and chose sounds in response to a given stimulus; Identify how sounds can be changed; Change sounds to reflect different stimuli.	Identify ways sounds are used to accompany a song; Analyse and comment on how sounds are used to create different moods; Explore and perform different types of accompaniment; Explore and select different melodic patterns; Recognise and explore different combinations of pitch sounds.	Identify ways sounds are used to accompany a song; Analyse and comment on how sounds are used to create different moods; Explore and perform different types of accompaniment; Explore and select different melodic patterns; Recognise and explore different combinations of pitch sounds.	Skills development for this element are to be found within 'Control of instruments' and 'Composition'.	Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
<b>Control of instruments</b>	Learn the names of the instruments they are playing; Treat instruments carefully and with respect;	Know the names of untuned percussion instruments played in class;	Know and be able to talk about the instruments used in class; Treat instruments carefully and with respect;	Know and be able to talk about the instruments used in class, and other instruments they might play or be played in a band or orchestra or by their friends;	Play a musical instrument with the correct technique within the context of the song; Select and learn an instrumental part that	Play a musical instrument with the correct technique within the context of the song; Select and learn an instrumental part that

	<p>Play a tuned instrumental part with the song they perform; Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part); Listen to and follow musical instructions from a leader</p>	<p>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); Listen to and follow musical instructions from a leader.</p>	<p>Play a differentiated part on a tuned instrument from memory or using notation; Rehearse and perform their part within the context of the song; Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect; Play a differentiated part on a tuned instrument from memory or using notation; Experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>matches their musical challenge from memory or using notation; Know and be able to talk about instruments they might play or be played in a band, orchestra or by their friends; Rehearse and perform their part within the context of the song; Listen to and follow instructions from a leader; Lead a rehearsal session.</p>	<p>matches their musical challenge from memory or using notation; Know and be able to talk about instruments they might play or be played in a band, orchestra or by their friends; Rehearse and perform their part within the context of the song; Listen to and follow instructions from a leader; Lead a rehearsal session.</p>
<b>Composition</b>	<p>Help to create a simple melody using one, two or three notes; Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create three simple melodies using one, three or five different notes; Learn how the notes of the composition can be written down and changed if necessary</p>	<p>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 song; Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch. Dynamics and tempo.</p>	<p>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 song; Talk about how it was created; Listen to and reflect upon the reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song; Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, textures and structure; Explain the keynote or home note and the structure of the melody; Listen to reflect upon the developing composition and make musical decisions about how the melody connects with the song;</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song; Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, textures and structure; Explain the keynote or home note and the structure of the melody; Listen to reflect upon the developing composition and make musical decisions about how the melody connects with the song;</p>
<b>Reading and writing notation</b>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p>	<p>Record their composition in any way that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	<p>Record their composition in any way that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	<p>Record their composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation); Know and talk about different ways of writing down music –</p>	<p>Record their composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation); Know and talk about different ways of writing down music –</p>

					e.g. staff notation, symbols etc. Know the notes C, D, E, F, G A, B, C on the treble stave. Recognise crotchets, minims and semi-breves and know their value.	e.g. staff notation, symbols etc. Read accurately and at appropriate speed the notes C, D, E, F, G A, B, C on the treble stave . Recognise quavers, crotchets, minims and semi-breves and know their value.
<b>Performance skills</b>	Choose a song they have learnt and perform it; They can add their ideas to the performance; Record the performance and say how they were feeling about it.	Choose a song they have learnt and perform it; They can add their ideas to the performance; Record the performance and say how they were feeling about it.	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 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; Communicate the meaning of 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? It would have been even better if... To play notes from A – E on their brass instrument YEAR 5 CHRISTMAS BRASS	Choose what to perform and create a programme; Communicate the meaning of 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? It would have been even better if... To play notes from A- A on their brass instrument SUMMER EXTRAVAGANZA
<b>Evaluating and appraising</b>	Choose sounds and instruments carefully and make improvements to their own and others' work.	Choose sounds and instruments carefully and make improvements to their own and others' work.	Know the style of songs; Think about what the words of a song mean; To take it in turns to discuss how the song makes them feel; Listen carefully and respectfully to other people's thought about the music; Be able to talk about texture, dynamics, tempo, rhythm and pitch in songs;	Know the style of songs; Talk about the musical dimensions working together in a song, 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; Try to use correct musical vocabulary when talking about songs.	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; Try to use correct musical vocabulary when talking about songs;	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; Try to use correct musical vocabulary when talking about songs;

			Identify the main sections of a song (introduction, verse, chorus etc.); Name some instruments they heard in the song.		Talk about the musical dimensions working together in the song; Talk about the music and how it makes you feel.	Talk about the musical dimensions working together in the song; Talk about the music and how it makes you feel. Know how pulse, pitch, tempo, dynamics, texture and structure work together to create a song or music.
<b>Genres</b>	Old-School Hip-Hop Reggae Blues, Baroque, Latin, Bhangra, Folk, Funk Bossa Nova Pop Classical	Afropop, Rap, Rock, Reggae, Pop, Classical	RnB, Reggae, Pop, Disco, Classical	Pop, Grime, Gospel, Classical	Rock, Bossa Nova, Swing, Pop Ballads, Old-School Hip-Hop, Motown, Classical	Pop, Neo Soul, Bacharach and Blues, Classical, Urban Gospel, Ballad
<b>Significant composers - classical</b>		Grieg, Bach, Bartok, Tchaikovsky	Robert Morton, Baroque, Haydn, Liszt, Debussy	Handel (Baroque), Beethoven (Romantic), Wagner (Romantic), Gershwin (20 <sup>th</sup> Century), Strauss, Philip Glass (Contemporary),	Early music, Purcell (Baroque), Beethoven (Classical), Chopin (Romantic), Edward Ives (20 <sup>th</sup> Century), Steve Reich (Contemporary)	Traditional Early music, Jean-Baptiste Lully (Baroque), Mozart (Classical), Schubert (Romantic), Paul Hindemith (20 <sup>th</sup> Century), Nitin Sawhney (Contemporary)
<b>Significant composers/artists - contemporary</b>		Paul Simon, Elvis, Stevie Wonder, Frank Sinatra, UB40, Bruno Mars, Queen, Deep Purple, Status Quo, Church Berry, the Beatles, Grease, Buggy Malone, Elton John, Randy Newman, Hugh Masekela, Arthur Mafokate, Kraftwerk	Kenneth Alford, Oliver!, Marvin Gaye, Barry White, Bob Marley, Ziggy Marley, Amy Winehouse, Nile Rodgers, Chaka Khan, Sister Sledge, McFadden and Whitehead, Rose Royce, Kenny Wheeler	ABBA, Secret Agent 23 Skidoo, Justin Timberlake, Astor Piazzolla (Tango), Black Eyed Peas, Beyonce, Elvis, Gospel, The Beatles,	Queen, Deep Purple, Status Quo, Chuck Berry, The Beatles, Bob Dylan, Luther Vandross, Sugarhill Gang, M C Hammer, The Four Tops, Marvin Gaye, Stevie Wonder	The Carpenters, Bobby McFerrin, Katrina and the Waves, Frank Sinatra, Brendan Reilly, Duke Ellington, Count Basie, Little Eva, The Chiffons, The Drifters, Carole King
<b>Music from other cultures</b>		Hlokoloza (South African)	Chinese folk music, Hindu song, Turkish traditional tune, Aitutaki Drum Dance from Polynesia, Zebaidir song from Sudan			

**Resources:**

SingUp

Charanga Music

Rainbow Pond  
BBC Ten Pieces