

Pinvin First School Music skills and Knowledge Progression Document

	Listen and Appraise		Singing		Playing		Improvisation		Composition		Performance	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Year 1	<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To confidently sing or rap five songs from memory and sing them in unison.	Learn about voices, singing notes of different pitches (high and low). <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. 	Treat instruments carefully and with respect. <ul style="list-style-type: none"> 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 	Improvisation is about making up your own tunes on the spot. <ul style="list-style-type: none"> When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! 	Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	Help to create a simple melody using one, two or three notes. <ul style="list-style-type: none"> Learn how the notes of the composition can be written down and changed if necessary 	A performance is sharing music with other people, called an audience	Choose a song they have learnt from the Scheme and perform it. <ul style="list-style-type: none"> They can add their ideas to the performance. Record the performance and say how they were feeling about it
Year 2	To know five songs off by heart. <ul style="list-style-type: none"> To know some songs have a chorus or a response/answer part. To know that songs have a musical style 	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <ul style="list-style-type: none"> To learn how songs can tell a story or describe an idea 	To confidently know and sing five songs from memory. <ul style="list-style-type: none"> To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices 	Learn about voices singing notes of different pitches (high and low). <ul style="list-style-type: none"> 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 	Learn the names of the notes in their instrumental part from memory or when written down. <ul style="list-style-type: none"> Know the names of untuned percussion instruments played in class 	Treat instruments carefully and with respect. <ul style="list-style-type: none"> 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). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader 	Improvisation is making up your own tunes on the spot. <ul style="list-style-type: none"> When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. 	Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	Composing is like writing a story with music. <ul style="list-style-type: none"> Everyone can compose. 	Help create three simple melodies with the Units using one, three or five different notes. <ul style="list-style-type: none"> Learn how the notes of the composition can be written down and changed if necessary. 	A performance is sharing music with an audience. <ul style="list-style-type: none"> A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. 	Choose a song they have learnt from the Scheme and perform it. <ul style="list-style-type: none"> They can add their ideas to the performance. Record the performance and say how they were feeling about it.
Year 3	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Its 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 (introduction, verse, chorus etc.) Name some of the instruments they heard in the song 	To confidently identify and move to the pulse. <ul style="list-style-type: none"> To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. 	To know and be able to talk about: <ul style="list-style-type: none"> 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 e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice 	To sing in unison and in simple two-parts. <ul style="list-style-type: none"> 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 know and be able to talk about: <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) 	To treat instruments carefully and with respect. <ul style="list-style-type: none"> 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 within the context of the Unit song. To listen to and follow musical instructions from a leader. 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are 	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: <ul style="list-style-type: none"> Bronze Challenge: <ul style="list-style-type: none"> Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. Silver Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! 	To know and be able to talk about: <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> 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 unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in 	To know and be able to talk about: <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience 	<ul style="list-style-type: none"> 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

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							given, you cannot make a mistake	– Take it in turns to improvise using one or two notes. ● Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improve – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes		any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music	
Year 4	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The 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 (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song.	To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg 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. ● When you talk try to use musical words.	To know and be able to talk about: ● 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 e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice	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	To know and be able to talk about: ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends.	To treat instruments carefully and with respect. ● Play any one, or all 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 within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song.	To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. ● Bronze Challenge: ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improve – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improve – Using your instruments, listen and play your own answer using one or two notes. ● Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improve – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.	To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.)	● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music	● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● 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.