

Music Skills Progression Map



	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	<ul style="list-style-type: none"> ● 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. ● Listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● 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. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● 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. ● Listen carefully and respectfully to other people's thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music.
Musical Activities: Games	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge

	<p>3. Pitch Copy Back Using 2 Notes</p> <p>a. Bronze: Copy back – ‘Listen and sing back’ (no notation)</p> <p>b. Silver: Copy back with instruments, without then with notation</p> <p>c. Gold: Copy back with instruments, without and then with notation</p> <p>4. Pitch Copy Back and Vocal Warm-ups</p>	<p>a. Bronze: Copy back – ‘Listen and sing back’ (no notation)</p> <p>b. Silver: Copy back with instruments, without then with notation</p> <p>c. Gold: Copy back with instruments, without and then with notation</p> <p>4. Pitch Copy Back and Vocal Warm-ups</p>	<ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes 	<ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes
Musical Activities: Singing	<ul style="list-style-type: none"> ● 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 have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. ● 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’. 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● 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’.
Musical Activities: Playing Instruments	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the

	<ul style="list-style-type: none"> ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> ● 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. 	<p>melody of the song from memory or using notation.</p> <ul style="list-style-type: none"> ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. 	<p>melody of the song from memory or using notation.</p> <ul style="list-style-type: none"> ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.
<p>Musical Activities: Improvisation</p>	<p>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:</p> <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! – Take it in turns to improvise using one or two notes. ● Gold Challenge: 	<p>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.</p> <ul style="list-style-type: none"> ● Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back melodic patterns ○ 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! – Take it in turns to improvise using one or two notes. ● Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan.</p> <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan.</p>

	<ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p><i>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</i></p>	<ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p><i>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</i></p>
Musical Activities: Composition	<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 any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● 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). 	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	<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. 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the 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. 	<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.

	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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...?" 	<ul style="list-style-type: none"> ● 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...?"
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