



Compassion, Joy, Perseverance, Respect
 'Live life in all its fullness' John 10:10

Progression of Skills in Music

Topics with Music focus			
Devas	Bannerman	Porteous	Borton
Me!	Cycle A Hands, feet, heart	Cycle A Mamma Mia	Cycle A Livin' on prayer
My stories	Ho Ho Ho!	Lean on me	The Fresh Prince Bel Air
Everyone!	I want to play in a band	Reflect, Rewind and Replay	Reflect, Rewind and replay
Our world	Zoo time!	Cycle B Let your spirit fly	Cycle B Classroom Jazz
Big Bear Funk!	Friendship song	Three Little Birds	Music in me
Reflect, Rewind and replay	Reflect, Rewind and Replay	Reflect, Rewind and replay	Reflect, Rewind and replay
	Cycle B Hey you!		
	Rhythm in the way you walk and the banana rap!		
	In the groove!		
	Round and Round		
	Your imagination		
	Reflect, Rewind and replay		



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Listen and Appraise						
Devas	Bannerman		Porteous		Borton	
<p>40-60+ months</p> <p>I can move to music in a range of ways</p> <p>I can find the pulse by copying a character in a nursery rhyme.</p> <p>I can listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>ELG Expressive Arts and Design; Being Imaginative and Expressive</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</p>	<p>Year 1</p> <p>I can move to music by dancing, marching, being animals or pop stars.</p>	<p>Year 2</p> <p>I can move to music by dancing, marching, being animals or pop stars.</p> <p>I can explain how songs tell a story or describe an idea.</p>	<p>Year 3</p> <p>I can confidently identify and move to the pulse.</p> <p>I can explain what the words of a song mean.</p> <p>I can take it in turn to discuss how a song makes me feel.</p> <p>I can listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Year 4</p> <p>I can confidently identify and move to the pulse.</p> <p>I can think about what the words of a song mean.</p> <p>I can take it in turns to discuss how a song makes me feel.</p> <p>I can listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Year 5</p> <p>I can identify and move to the pulse with ease.</p> <p>I can think about the message of a song.</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can use musical vocabulary.</p> <p>I can talk about the musical dimensions working together in the Unit songs.</p> <p>I can talk about the music and how it makes me feel.</p>	<p>Year 6</p> <p>I can identify and move to the pulse with ease.</p> <p>I can explain the message of songs.</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can use musical vocabulary when talking about the songs.</p> <p>I can talk about the musical dimensions working together in the Unit songs.</p> <p>I can talk about the music and how it makes me feel, using musical language to describe the music.</p>



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Singing						
Devas	Bannerman		Porteous		Borton	
<p>40-60+ months</p> <p>I can explore high and low using voices and sounds in a song.</p> <p>I can sing along with a pre-recorded song and add actions.</p> <p>I can sing along with a backing track.</p> <p>I can sing a few familiar songs.</p> <p>ELG</p> <p>Expressive Arts and Design; Being Imaginative and Expressive</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</p>	<p>Year 1</p> <p>I can use different pitches with my voice.</p> <p>I can make different types of sounds with my voice – e.g. rap or say words in rhythm.</p> <p>I can start and stop singing when following a leader.</p>	<p>Year 2</p> <p>I can use different pitches with my voice.</p> <p>I can make different types of sounds with my voice – e.g. rap or say words in rhythm.</p> <p>I can find a comfortable singing position.</p> <p>I can start and stop singing when following a leader.</p>	<p>Year 3</p> <p>I can sing in unison and in simple two-parts.</p> <p>I can demonstrate a good singing posture.</p> <p>I can follow a leader when singing.</p> <p>I can have a go at singing solo.</p> <p>I can sing with awareness of being 'in tune'.</p> <p>I can use the pulse internally when singing.</p>	<p>Year 4</p> <p>I can sing in unison and in simple two-parts.</p> <p>I can demonstrate a good singing posture.</p> <p>I can follow a leader when singing.</p> <p>I can have a go at singing solo.</p> <p>I can sing with awareness of being 'in tune'.</p> <p>I can use the pulse internally when singing.</p>	<p>Year 5</p> <p>I can sing in unison and to sing backing vocals.</p> <p>I can have a go at singing solo.</p> <p>I can listen to the group when singing.</p> <p>I can demonstrate a good singing posture.</p> <p>I can follow a leader when singing.</p> <p>I can experience rapping and solo singing.</p> <p>I can listen to others and be aware of how I fit into a group.</p> <p>I can sing with awareness of being 'in tune'.</p>	<p>Year 6</p> <p>I can sing in unison and to sing backing vocals.</p> <p>I can demonstrate a good singing posture.</p> <p>I can follow a leader when singing.</p> <p>I can experience rapping and solo singing.</p> <p>I can listen to others and be aware of how I fit into the group.</p> <p>I can sing with awareness of being 'in tune'.</p>



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Playing

Playing						
Devas	Bannerman		Porteous		Borton	
<p>40-60+ months</p> <p>I can choose sounds and instruments for a specific purpose.</p> <p>I can follow and copy simple patterns using body movements with increasing control.</p> <p>I am beginning to create my own patterns using instruments</p> <p>ELG Expressive Arts and Design; Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music. 	<p>Year 1</p> <p>I can treat instruments carefully and with respect.</p> <p>I can play a tuned instrumental part with a song I perform.</p> <p>I can learn to play an instrumental part that matches my musical challenge.</p> <p>I can listen to and follow musical instructions from a leader.</p>	<p>Year 2</p> <p>I can treat instruments carefully and with respect.</p> <p>I can learn to play a tuned instrumental part that matches my musical challenge.</p> <p>I can play the part in time with the steady pulse.</p> <p>I can listen to and follow musical instructions from a leader.</p>	<p>Year 3</p> <p>I can treat instruments carefully and with respect.</p> <p>I can 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</p> <ul style="list-style-type: none"> - 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. - Improvise using instruments in the context of the song they are learning to perform. - Using the improvisation tracks provided. 	<p>Year 4</p> <p>I can treat instruments carefully and with respect.</p> <p>I can 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.</p> <p>I can rehearse and perform my part within the context of the Unit song.</p> <p>I can listen to and follow musical instructions from a leader</p>	<p>Year 5</p> <p>I can play a musical instrument with the correct technique within the context of the Unit song.</p> <p>I can select and learn an instrumental part that matches my musical challenge.</p> <p>I can rehearse and perform my part within the context of the Unit song.</p> <p>I can listen to and follow musical instructions from a leader.</p> <p>I can lead a rehearsal session</p>	<p>Year 6</p> <p>I can play a musical instrument with the correct technique within the context of the Unit song.</p> <p>I can select and learn an instrumental part that matches my musical challenge.</p> <p>I can rehearse and perform my part within the context of the Unit song.</p> <p>I can listen to and follow musical instructions from a leader.</p> <p>I can lead a rehearsal session.</p>



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Improvisation						
Devas	Bannerman		Porteous		Borton	
<p>40-60+ months</p> <p>I can use movement to express feelings</p> <p>I can create movement in response to music</p> <p>I can copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>ELG</p> <p>Expressive Arts and Design; Being Imaginative and Expressive</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</p>	<p>Year 1</p> <p>I can listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>I can use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>I can take it in turns to improvise using one or two notes.</p>	<p>Year 2</p> <p>I can listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>I can use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>I can take it in turns to improvise using one or two notes.</p>	<p>Year 3</p> <p>I can copy back: Listen and sing back up to three notes.</p> <p>I can play and improvise: Using instruments, listen and play your own answer using up to three notes.</p> <p>I can take it in turns to improvise using up to three notes.</p>	<p>Year 4</p> <p>I can copy back: Listen and sing back up to three notes.</p> <p>I can play and improvise: Using instruments, listen and play your own answer using up to three notes.</p> <p>I can take it in turns to improvise using up to three notes.</p>	<p>Year 5</p> <p>I can copy back using instruments up to three notes</p> <p>I can play and improvise up to three notes</p> <p>I can use questions and answers when using instruments up to three notes</p>	<p>Year 6</p> <p>I can copy back using instruments up to three notes</p> <p>I can play and improvise up to three notes</p> <p>I can use questions and answers when using instruments up to three notes</p>



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Composition						
Devas	Bannerman		Porteous		Borton	
<p>40-60+ months</p> <p>I can sing to myself and make up simple songs</p> <p>I can make up rhythms</p> <p>I can invent a pattern using one pitched note, keep the pulse and begin to create simple 2-note patterns to accompany a song.</p> <p>I can add a 2-note melody to the rhythm of the words.</p> <p>I can play with two pitched notes to invent musical patterns.</p> <p>ELG Expressive Arts and Design; Being Imaginative and Expressive</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</p>	<p>Year 1</p> <p>I can help to create a simple melody using one, two or three notes.</p> <p>I can learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Year 2</p> <p>I can help create three simple melodies with the Units using one, three or five different notes.</p> <p>I can learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Year 3</p> <p>I can help create at least one simple melody using one, three or five different notes.</p> <p>I can plan and create a section of music that can be performed within the context of the unit song.</p> <p>I can talk about how it was created.</p> <p>I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Year 4</p> <p>I can help create at least one simple melody using one, three or five different notes.</p> <p>I can plan and create a section of music that can be performed within the context of the unit song.</p> <p>I can talk about how it was created.</p> <p>I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Year 5</p> <p>I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>I can explain the keynote or home note and the structure of the melody.</p> <p>I can listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Year 6</p> <p>I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>I can explain the keynote or home note and the structure of the melody.</p> <p>I can listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>



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Performance						
Devas	Bannerman		Porteous		Borton	
<p>40-60+ months</p> <p>I can perform a selection of nursery rhymes by singing and adding actions or dance.</p> <p>I can perform a selection of nursery rhymes or songs and add a simple instrumental part.</p> <p>I can move rhythmically.</p> <p>I can imitate movement in response to music.</p> <p>ELG</p> <p>Expressive Arts and Design; Being Imaginative and Expressive</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</p>	<p>Year 1</p> <p>I can choose a song I have learnt from the Scheme and perform it.</p> <p>I can add my ideas to the performance.</p> <p>I can record the performance and say how I were feeling about it.</p>	<p>Year 2</p> <p>I can choose a song I have learnt from the Scheme and perform it.</p> <p>I can add my ideas to the performance.</p> <p>I can record the performance and say how I were feeling about it</p>	<p>Year 3</p> <p>I can choose what to perform and create a programme.</p> <p>I can communicate the meaning of the words and clearly articulate them.</p> <p>I can talk about the best place to be when performing and how to stand or sit.</p> <p>I can record the performance and say how I was feeling, what I was pleased with, what I would change and why.</p>	<p>Year 4</p> <p>I can choose what to perform and create a programme.</p> <p>I can communicate the meaning of the words and clearly articulate them.</p> <p>I can talk about the best place to be when performing and how to stand or sit.</p> <p>I can record the performance and say how I was feeling, what I was pleased with, what I would change and why.</p>	<p>Year 5</p> <p>I can choose what to perform and create a programme.</p> <p>I can communicate the meaning of the words and clearly articulate them.</p> <p>I can talk about the venue and how to use it to best effect.</p> <p>I can record the performance and compare it to a previous performance.</p> <p>I can discuss and talk musically – “What went well?” and “It would have been even better if...?”</p>	<p>Year 6</p> <p>I can choose what to perform and create a programme.</p> <p>I can communicate the meaning of the words and clearly articulate them.</p> <p>I can talk about the venue and how to use it to best effect.</p> <p>I can record the performance and compare it to a previous performance.</p> <p>I can discuss and talk musically – “What went well?” and “It would have been even better if...?”</p>