

Joy

Compassion

Respect

Perseverance



Hunton

C of E Primary School

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		

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

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					I can talk about the music and how it makes me feel.	I can talk about the music and how it makes me feel, using musical language to describe the music.
Move, listen, find	Marching, dancing	Explain, describe	Pulse, feel, discuss	Meaning, emotions	Message, comparing styles, musical dimensions, inspiration	Gender, racism, characterise, compare, contrast, compliment
Singing						
Devas	Bannerman		Porteous		Borton	
40-60+ months I can explore high and low using voices and sounds in a song. I can sing along with a pre-recorded song and add actions. I can sing along with a backing track. I can sing a few familiar songs. ELG Expressive Arts and Design; Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.	Year 1 I can use different pitches with my voice. I can make different types of sounds with my voice – e.g. rap or say words in rhythm. I can start and stop singing when following a leader.	Year 2 I can use different pitches with my voice. I can make different types of sounds with my voice – e.g. rap or say words in rhythm. I can find a comfortable singing position. I can start and stop singing when following a leader.	Year 3 I can sing in unison and in simple two-parts. I can demonstrate a good singing posture. I can follow a leader when singing. I can have a go at singing solo. I can sing with awareness of being 'in tune'. I can use the pulse internally when singing.	Year 4 I can sing in unison and in simple two-parts. I can demonstrate a good singing posture. I can follow a leader when singing. I can have a go at singing solo. I can sing with awareness of being 'in tune'. I can use the pulse internally when singing.	Year 5 I can sing in unison and to sing backing vocals. I can have a go at singing solo. I can listen to the group when singing. I can demonstrate a good singing posture. I can follow a leader when singing. I can experience rapping and solo singing. I can listen to others and be aware of how I fit into a group.	Year 6 I can sing in unison and to sing backing vocals. I can demonstrate a good singing posture. I can follow a leader when singing. I can experience rapping and solo singing. I can listen to others and be aware of how I fit into the group. I can sing with awareness of being 'in tune'.

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					I can sing with awareness of being 'in tune'.	
Perform, sing	Pitch, voice, rhythm, leader	Sounds, rap, singing position	Unison, posture, solo, awareness, in tune, in time, internally	Pulse, two-parts, breath control, diaphragm	Backing vocals, rapping, duet, harmony, harmonise	Counter melody, phrasing, complement, solfa, solfa ladder
Playing						
Devas	Bannerman		Porteous		Borton	
40-60+ months I can choose sounds and instruments for a specific purpose. I can follow and copy simple patterns using body movements with increasing control. I am beginning to create my own patterns using instruments ELG Expressive Arts and Design; Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.	Year 1 I can treat instruments carefully and with respect. I can play a tuned instrumental part with a song I perform. I can learn to play an instrumental part that matches my musical challenge. I can listen to and follow musical instructions from a leader.	Year 2 I can treat instruments carefully and with respect. I can learn to play a tuned instrumental part that matches my musical challenge. I can play the part in time with the steady pulse. I can listen to and follow musical instructions from a leader.	Year 3 I can treat instruments carefully and with respect. 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 - To rehearse and perform their part	Year 4 I can treat instruments carefully and with respect. 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. I can rehearse and perform my part within the context of the Unit song.	Year 5 I can play a musical instrument with the correct technique within the context of the Unit song. I can select and learn an instrumental part that matches my musical challenge. I can rehearse and perform my part within the context of the Unit song. I can listen to and follow musical	Year 6 I can play a musical instrument with the correct technique within the context of the Unit song. I can select and learn an instrumental part that matches my musical challenge. I can rehearse and perform my part within the context of the Unit song.

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			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.	I can listen to and follow musical instructions from a leader	instructions from a leader. I can lead a rehearsal session	I can listen to and follow musical instructions from a leader. I can lead a rehearsal session.
Perform, follow, choose, create	Tuned, perform, leader	Tuned instruments, steady, pulse	Melody, rhythm, pitch pulse, dynamics, tempo	Instrumental, conductor, musical cues	Timbre, texture, structure, notation, ostinato	Forte, crescendo, diminuendo, allegro, adagio, moderato

Improvisation

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

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- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music	I can take it in turns to improvise using one or two notes.	I can take it in turns to improvise using one or two notes.	I can take it in turns to improvise using up to three notes.	I can take it in turns to improvise using up to three notes.		
Move, express, respond, copy, perform	Listen, rhythm, notes, clap back, improvise	Listen, answer, rhythm, notes, clap back, improvise	Off-beat, scat, singing, tune, notes,	Riffs, effect	Riffs, Licks	Improvising musicians

Composition

Devas	Bannerman		Porteous		Borton	
40-60+ months I can sing to myself and make up simple songs I can make up rhythms	Year 1 I can help to create a simple melody using one, two or three notes. I can learn how the notes of the	Year 2 I can help create three simple melodies with the Units using one, three or five different notes.	Year 3 I can help create at least one simple melody using one, three or five different notes. I can plan and create a section of music that	Year 4 I can help create at least one simple melody using one, three or five different notes.	Year 5 I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.	Year 6 I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

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<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> <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>composition can be written down and changed if necessary.</p>	<p>I can learn how the notes of the composition can be written down and changed if necessary.</p>	<p>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>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>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>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>
Sing, invent, create, play	Create, melody, composition, written	Melodies, composition, written, changed	Melodic pattern, repeated rhythm, notation, rhythmic patterns, connection, graphic, pictorial notation	Interpretation, stylistically, representation, key signature graphic, pictorial notation	Balance, sheet music, staff notation, stave, pitch notation, pulse, rhythm, tempo, dynamics, texture	Arrangement, chord progression, poet structure
Performance						
Devas	Bannerman		Porteous		Borton	
40-60+ months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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<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 Expressive Arts and Design; Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</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>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>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>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>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>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>
Perform, move, respond, share, dance	Choose, perform, performance, record	Choose, perform, ideas, performance, record	Audience, conductor, expression, musical cues, communicating, group and solo	Represent, texture, interpretation, technique, dynamics,	Action song, character song, transitions, diction	Harmony, arrangement, chorus, verse, mood, upbeat