

# Music at Rolvenden Primary School

| Foundation Stage – Progression of Music Skills  |   |  |
|---|---|--|
| Listening and Appraisal   | Singing   | Playing  |
| <ul style="list-style-type: none"> <li>Listen attentively to music, songs, and rhymes for increasing periods of time</li> </ul> | <ul style="list-style-type: none"> <li>Sing familiar songs and rhymes.</li> <li>Discover how to use the voice to create loud and soft sounds</li> <li>Sing 'call and response' songs</li> <li>Builds a repertoire of songs</li> </ul> | <ul style="list-style-type: none"> <li>Begin to play instruments to music</li> <li>Explores the different sounds of instruments</li> <li>Explores how sounds can be changed</li> </ul> |
| Improvisation   | Composition   | Performance  |
| <ul style="list-style-type: none"> <li>Makes small changes to a simple repeated rhythm</li> </ul>                               | <ul style="list-style-type: none"> <li>Taps out simple repeated rhythms</li> </ul>  | <ul style="list-style-type: none"> <li>Joins in singing taught songs</li> </ul>  |
| Vocabulary  |   |  |
| pulse, song, music  |   |  |

| Year One – Progression of Music Skills  |   |  |
|---|---|--|
| Before embarking on this progression of skills, children should be secure with all of the expectations of the Foundation Stage.         |   |  |
| <ul style="list-style-type: none"> <li>Enjoy moving to music by dancing, marching, or acting (e.g. pretending to be animals)</li> </ul> | <ul style="list-style-type: none"> <li>Sing notes in different pitches (high and low)</li> <li>Make different types of sounds with their voices (e.g. rapping or speaking in rhythm)</li> <li>Start and stop singing when following a leader</li> </ul> | <ul style="list-style-type: none"> <li>Treat instruments carefully and with respect</li> <li>Play a tuned instrumental part with the song they perform</li> <li>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)</li> <li>Listen to and follow musical instructions from a leader</li> </ul> |
| Improvisation   | Composition   | Performance  |
| <ul style="list-style-type: none"> <li>Improvise on a track using 1 or 2 notes</li> </ul>   | <ul style="list-style-type: none"> <li>Help to create a simple melody using one, two or three notes</li> <li>Learn how the notes of the composition can be written down and changed if necessary</li> </ul>   | <ul style="list-style-type: none"> <li>Choose a song they have learnt and perform it</li> <li>Add ideas to the performance</li> <li>Record the performance and say how they were feeling about it</li> </ul>   |
| Vocabulary  |   |  |
| pulse, rhythm, pitch, improvise, compose, melody, perform, singer, percussion   |   |  |

| Year Two – Progression of Music Skills  |   |   |
|---|---|---|
| Before embarking on this progression of skills, children should be secure with all of the expectations of Year One. |   |   |
| Listening and Appraisal   | Singing   | Playing   |
| <ul style="list-style-type: none"> <li>Learn how songs can tell a story or describe an idea</li> </ul>              | <ul style="list-style-type: none"> <li>Learn about voices singing notes of different pitches (high and low)</li> <li>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm)</li> <li>Learn to find a comfortable singing position</li> <li>Learn to start and stop singing when following a leader</li> </ul> | <ul style="list-style-type: none"> <li>Treat instruments carefully and with respect</li> <li>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)</li> <li>Play the part in time with the steady pulse</li> <li>Listen to and follow musical instructions from a leader</li> </ul> |
| Improvisation   | Composition   | Performance   |
| <ul style="list-style-type: none"> <li>Improvise on a track using 1 or 2 notes</li> </ul>                           | <ul style="list-style-type: none"> <li>Help to create a few simple melodies</li> <li>Learn how the notes of the composition can be written down and changed if necessary</li> </ul>   | <ul style="list-style-type: none"> <li>Choose and perform a learnt song</li> <li>Add own ideas to the performance</li> <li>Record the performance and say how they were feeling about it.</li> </ul>  |
| Vocabulary  |   |   |
| audience, dynamics, tempo, performance, audience  |   |   |

| Year Three – Progression of Music Skills   |  |  |
|--|--|--|
| Before embarking on this progression of skills, children should be secure with all of the expectations of Year Two.  |  |  |
| Listening and Appraisal  | Singing  | Playing  |
| <ul style="list-style-type: none"> <li>Confidently identify and move to the pulse</li> <li>Think about what the words of a song mean</li> <li>Take it in turn to discuss how the song makes them feel</li> <li>Listen carefully and respectfully to other people’s thoughts about the music</li> </ul> | <ul style="list-style-type: none"> <li>Sing in unison and in simple two-parts</li> <li>Demonstrate a good singing posture</li> <li>Follow a leader when singing</li> <li>Enjoy exploring singing solo</li> <li>Sing with awareness of being ‘in tune’</li> <li>Have an awareness of the pulse internally when singing</li> </ul>   | <ul style="list-style-type: none"> <li>Treat instruments carefully and with respect</li> <li>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</li> <li>Rehearse and perform their part within the context of the studied song</li> <li>Listen to and follow musical instructions from a leader</li> </ul> |
| Improvisation  | Composition  | Performance  |
| <ul style="list-style-type: none"> <li>Improvise on a song being learnt for performance using 1, 2, or 3 notes</li> </ul>  | <ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or five different notes.</li> <li>Plan and create a section of music that can be performed within the context of a taught song</li> <li>Talk about how it was created</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> | <ul style="list-style-type: none"> <li>Choose what to perform and create a programme</li> <li>Communicate the meaning of the words and clearly articulate them</li> <li>Talk about the best place to be when performing and how to stand or sit</li> <li>Record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>  |
| Vocabulary   |  |  |
| structure, intro/introduction, verse, chorus, texture, hook, riff, pentatonic scale  |  |  |

## Year Four – Progression of Music Skills

Before embarking on this progression of skills, children should be secure with all of the expectations of Year Three.

| Listening and Appraisal  | Singing   | Playing   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Confidently identify and move to the pulse</li> <li>Talk about the musical dimensions working together in the studied songs e.g. if the song gets louder in the chorus (dynamics)</li> <li>Talk about the music and how it makes them feel</li> <li>Listen carefully and respectfully to other people's thoughts about the music</li> <li>Tries to use music words when speaking</li> </ul> | <ul style="list-style-type: none"> <li>Sing in unison and in simple two-parts</li> <li>Demonstrate a good singing posture</li> <li>Follow a leader when singing</li> <li>Enjoy exploring singing solo</li> <li>Sing with awareness of being 'in tune'</li> <li>Join back in with a song if lost</li> <li>Listen to the group when singing</li> </ul>  | <ul style="list-style-type: none"> <li>Treat instruments carefully and with respect</li> <li>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</li> <li>Rehearse and perform their part within the context of the studied song</li> <li>Listen to and follow musical instructions from a leader</li> <li>Experience leading the playing by making sure everyone plays in the playing section of the song</li> </ul> |
| Improvisation  | Composition   | Performance   |
| <ul style="list-style-type: none"> <li>Improvise on a song being learnt for performance using 1, 2, or 3 notes</li> </ul>  | <ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or all five different notes</li> <li>Plan and create a section of music that can be performed within the context of the studied song</li> <li>Talk about how it was created</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul> | <ul style="list-style-type: none"> <li>Choose what to perform and create a programme</li> <li>Present a musical performance designed to capture the audience</li> <li>Communicate the meaning of the words and clearly articulate them</li> <li>Talk about the best place to be when performing and how to stand or sit</li> <li>Record the performance and say how they were feeling, what they were pleased with what they would change and why</li> </ul>  |

### Vocabulary

solo, unison, rhythm patterns, musical style, rapping, lyrics, choreography, turntables, synthesizers, by ear, notation, backing vocal

| Year Five – Progression of Music Skills  |   |   |
|--|---|---|
| Before embarking on this progression of skills, children should be secure with all of the expectations of Year Four  |   |   |
| Listening and Appraisal  | Singing   | Playing   |
| <ul style="list-style-type: none"> <li>Identify and move to the pulse with ease</li> <li>Think about the message of songs</li> <li>Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> <li>Listen carefully and respectfully to other people’s thoughts about the music</li> <li>Tries to use musical words when talking</li> <li>Talk about the musical dimensions working together in the studied songs</li> <li>Talk about the music and how it makes you feel</li> </ul> | <ul style="list-style-type: none"> <li>Sing in unison and to sing backing vocals</li> <li>Enjoy exploring singing solo. To listen to the group when singing</li> <li>Demonstrate a good singing posture</li> <li>Follow a leader when singing</li> <li>Experience rapping and solo singing</li> <li>Listen to each other and be aware of how you fit into the group</li> <li>Sing with awareness of being ‘in tune’</li> </ul>  | <ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the studied song</li> <li>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 melody of the song from memory or using notation</li> <li>Rehearse and perform their part within the context of the taught song</li> <li>Listen to and follow musical instructions from a leader</li> <li>To lead a rehearsal session</li> </ul> |
| Improvisation  | Composition   | Performance   |
| <ul style="list-style-type: none"> <li>Improvise on a song to be performed using 1, 2, or 3 notes</li> </ul>   | <ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song being studied</li> <li>Explain the keynote or home note and the structure of the melody</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> | <ul style="list-style-type: none"> <li>Choose what to perform and create a programme</li> <li>Communicate the meaning of the words and clearly articulate them</li> <li>Talk about the venue and how to use it to best effect</li> <li>Record the performance and compare it to a previous performance</li> <li>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>  |
| Vocabulary   |   |   |
| backbeat, amplifier, appraising, syncopation, ballad, cover, harmony   |   |   |

| Year Six – Progression of Music Skills   |   |   |
|--|---|---|
| Before embarking on this progression of skills, children should be secure with all of the expectations of Year Five.   |   |   |
| Listening and Appraisal  | Singing   | Playing   |
| <ul style="list-style-type: none"> <li>Identify and move to the pulse with ease</li> <li>Think about the message of songs</li> <li>Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> <li>Listen carefully and respectfully to other people’s thoughts about the music</li> <li>Tries to use musical words when talking</li> <li>Talk about the musical dimensions working together in the studied songs</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music</li> </ul> | <ul style="list-style-type: none"> <li>Sing in unison and to sing backing vocals</li> <li>Demonstrate a good singing posture</li> <li>Follow a leader when singing</li> <li>Experience rapping and solo singing</li> <li>Listen to each other and be aware of how you fit into the group</li> <li>Sing with awareness of being ‘in tune’</li> </ul>   | <ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the studied song</li> <li>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 melody of the song from memory or using notation</li> <li>Rehearse and perform their part within the context of the studied song</li> <li>Listen to and follow musical instructions from a leader</li> <li>Lead a rehearsal session</li> </ul> |
| Improvisation  | Composition   | Performance   |
| <ul style="list-style-type: none"> <li>Improvise on a song to be performed using 1, 2, or 3 notes</li> </ul>   | <ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the studied song</li> <li>Explain the keynote or home note and the structure of the melody</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> | <ul style="list-style-type: none"> <li>Choose what to perform and create a programme.</li> <li>Communicate the meaning of the words and clearly articulate them</li> <li>Talk about the venue and how to use it to best effect</li> <li>Record the performance and compare it to a previous performance</li> <li>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>   |
| Vocabulary   |   |   |
| dimensions of music, producer, ostinato, phrases   |   |   |