

## Hutton Rudby Primary School – Progression for Music

### Knowledge objectives

### Skills objectives

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
<b>EYFS</b>	<p style="color: green;">I know twenty nursery rhymes and I know stories of some nursery rhymes.</p> <p style="color: blue;">I can learn how music can touch your feelings. I can enjoy moving to music.</p>		<p style="color: green;">I can sing a range of well-known nursery rhymes and songs. I know songs have sections.</p> <p style="color: blue;">I can sing with a pre-recorded song and add actions. I can sing along with a backing track.</p>				<p style="color: green;">I know that a performance is sharing music.</p> <p style="color: blue;">I can perform a nursery rhyme by singing and adding actions/dance. I can record the performance to talk about.</p>
<b>Y1</b>	<p style="color: green;">I know 5 songs off by heart. I know what songs are about. I know and recognise the sound and names of some instruments.</p> <p style="color: blue;">I can learn how to enjoy moving to music (dancing, marching, being animals).</p>	<p style="color: green;">I know music has a steady pulse like a heartbeat. I know that we can create rhythms from words, names, favourite food, colours and animals.</p>	<p style="color: green;">I can sing or rap five songs from memory and sing in unison.</p> <p style="color: blue;">I can learn about voices, singing notes of different pitches (high and low). I can learn to make different types of sounds with my voice. I can learn to start and stop singing when following a leader.</p>	<p style="color: green;">I can learn the names of notes in their instrumental part from memory. I can learn the names of some instruments.</p> <p style="color: blue;">I can treat instruments carefully with respect. I can play a tuned instrumental part with the song. I can play an instrumental part that matches the musical challenge. I can listen to and follow musical instructions from a leader.</p>	<p style="color: green;">I know improvisation is about making your own tunes on the spot. I know when someone improvises, they make their own tune never heard before. I know everyone can improvise.</p>	<p style="color: green;">I know composing is writing a story with music. I know everyone can compose.</p> <p style="color: blue;">I can help create a simple melody using one, two or three notes. I can learn how the notes of the composition can be written down and changed if needed.</p>	<p style="color: green;">I know a performance is sharing music with an audience.</p> <p style="color: blue;">I can choose a song and perform it. I can add ideas to my performance. I can record my performance to talk about.</p>

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Y2	<p>I know five songs off by heart. I know some songs have a chorus or a response/answer part. I know that songs have a musical style.</p> <p>I can learn how I can enjoy moving to music by dancing, marching, being animals or pop stars. I can learn how songs can tell a story or describe an idea.</p>	<p>I know that music has a steady pulse, like a heartbeat. I know that we can create rhythms from words, our names, favourite food, colours and animals. I know rhythms are different from the steady pulse. I can add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>I confidently know and sing five songs from memory. I know that unison is everyone singing at the same time. I know songs include other ways of using the voice e.g. rapping (spoken word). I know why we need to warm up our voices.</p> <p>I can learn about voices singing notes of different pitches (high and low). I can make different types of sounds with my voice. I can find a comfortable singing position. I can learn to start and stop singing.</p>	<p>I can learn the names of the notes in their instrumental part from memory or when written down. I know the names of untuned percussion instruments played in class.</p> <p>I can treat instruments carefully and with respect. I can play a tuned instrumental part that matches my musical challenge, using one of the differentiated parts. I can play the part in time with the steady pulse. I can listen to and follow musical instructions from a leader.</p>	<p>I know that improvisation is making up your own tunes on the spot. I know when someone improvises, they make up their own tune. I know everyone can improvise, and you can use one or two notes.</p>	<p>I know composing is like writing a story with music. I know everyone can compose.</p> <p>I can help create three simple melodies with the Units using one, three or five different notes. I can learn how the notes of the composition can be written down and changed if necessary.</p>	<p>I know performance is sharing music with an audience, a special occasion and involve a class/year group. I know an audience can include your parents and friends.</p> <p>I can choose a song I have learnt from the Scheme and perform it. I can add their ideas to the performance. I can record the performance and say how I was feeling about it.</p>
Y3	<p>I know five songs from memory and who sang them or wrote them. I know the style of the five songs. I can choose one song and be able to talk about: texture, dynamics, tempo, rhythm and pitch I can identify the main sections of the song</p>	<p>I know how to find and demonstrate the pulse. I know the difference between pulse and rhythm. I know how pulse, rhythm and pitch work together to create a song. I know that every piece of music has a</p>	<p>I know and can talk about: singing in a group can be called a choir, leader or conductor, songs can make you feel different things e.g. happy, energetic or sad, singing as part of an ensemble or large group is fun,</p>	<p>I know and can talk about the instruments used in class (a glockenspiel, a recorder).</p> <p>I can treat instruments carefully and with respect. I can play any one, or all of four, differentiated</p>	<p>I know and can talk about improvisation. I know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>I know and can talk about composition. I know different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>I can create at least one simple melody using one, three or five different notes.</p>	<p>I know and can talk about performing. I know performing involves communicating feelings, thoughts and ideas about the song/music.</p> <p>I can choose what to perform and create a</p>

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	<p>(introduction, verse, chorus etc.) I can name some of the instruments I heard in the song.</p> <p>I can identify and move to the pulse. I can think about what the words of a song mean. I can take it in turn to discuss how the song makes me feel. I can listen carefully and respectfully to other people's thoughts about the music.</p>	<p>pulse/steady beat. I know the difference between a musical question and an answer.</p>	<p>but that you must listen to each other. I know why you must warm up your voice</p> <p>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 enjoy exploring singing solo. I can sing with awareness of being 'in tune'. I have an awareness of the pulse internally when singing.</p>	<p>parts on a tuned instrument I can rehearse and perform their part within the context of the Unit song. I can listen to and follow musical instructions from a leader.</p>		<p>I can plan and create a section of music that can be performed within the context of the unit song. I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>programme. I can communicate the meaning of the words and clearly articulate them. I can talk about the best place to be when performing and how to stand or sit. I can record the performance and say what we were pleased with what we would change and why.</p>
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Y4	<p>I know five songs from memory and who sang them or wrote them and style. I can choose one song and be able to talk about: (texture, dynamics, tempo, rhythm and pitch). I can identify the main sections of the song (introduction, verse, chorus etc). I can identify some of the instruments heard in the song.</p> <p>I can confidently identify and move to the pulse. I can talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). I can talk about the music and how it makes them feel. I can listen carefully and respectfully to other people’s thoughts about the music. I can try to use musical words.</p>	<p>I know and are able to talk about: pulse, rhythm and pitch work together I know about creating musical ideas for the group to copy or respond to</p>	<p>I know and can talk about: choir, leader or conductor, songs can make you feel different things e.g. happy, energetic or sad, texture I know why you must warm up your voice</p> <p>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 enjoy exploring singing solo. I can sing with awareness of being ‘in tune’. I can rejoin the song if lost. I can listen to the group when singing.</p>	<p>I know and talk about the instruments used in class (a glockenspiel, recorder or xylophone) and other instruments in a band/orchestra</p> <p>I can treat instruments carefully and with respect. I can play any one, or all four, differentiated parts on a tuned instrument I can rehearse and perform their part within the context of the Unit song I can listen to and follow musical instructions from a leader. I can experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>I know and able to talk about improvisation. I know that you can use some of the riffs heard in the Challenges in improvisations.</p>	<p>I know and able to talk about composition and different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>I can create at least one simple melody using one, three or all five different notes. I can plan and create a section of music that can be performed within the context of the unit song. I can talk about how it was created. I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. I can record the composition that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>I know and can talk about performing. I know performing is planned and different for each occasion I know performing involves communicating feelings, thoughts and ideas.</p> <p>I can choose what to perform and create a programme. I can present a musical performance to capture the audience. I can discuss the meaning of the words and clearly articulate them. I can talk about the best place to be when performing and how to stand or sit. I can record the performance and say what we were pleased with what we would change and why.</p>

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Y5	<p>I know the style of the five songs and to name other songs from the Units in those styles.</p> <p>I can choose two or three other songs and be able to talk about: texture, dynamics, tempo, rhythm and pitch, intro, verse, chorus etc. ○</p> <p>I can name the instruments heard in the songs and know the historical context of the songs.</p> <p>I can identify and move to the pulse with ease, think about the message of songs, 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.</p> <p>I can try to use musical words.</p> <p>I can talk about the musical dimensions working together in the Unit songs.</p>	<p>I can talk about pulse, rhythm, pitch, tempo, dynamics, texture and structure and how they work together</p> <p>I can keep the internal pulse</p> <p>I can create musical ideas for the group to copy.</p>	<p>I know and can sing five songs from memory.</p> <p>I can choose a song and talk about: main features, singing in unison, lead and backing vocals, meaning</p> <p>I know it is important to warm up your voice.</p> <p>I can sing in unison and backing vocals. I can enjoy singing solo. I can listen to groups singing.</p> <p>I can keep a good singing posture.</p> <p>I can follow a leader when singing. I can listen to each other being aware of being in tune.</p>	<p>I can know and able to talk about: writing music, notes C,D,E,F,G,A,B + C and understand instruments played in a band or orchestra.</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 instrument using one of the differentiated parts – 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 their 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>I can talk about improvisation</p> <p>I know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>I know three well-known improvising musicians</p>	<p>I can talk about composition.</p> <p>I can talk about notation which is recognise the connection between sound and symbol.</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</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>To know and be able to talk about performing.</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 To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>

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Y6	<p>I know the style of the songs and to name other songs from the Units in those styles.</p> <p>I can choose three or four other songs and be able to talk about: texture, dynamics, tempo, rhythm, pitch and timbre, intro, verse, chorus etc.</p> <p>I can name some of the instruments used in the songs and the historical context of the songs.</p> <p>I know and talk about the fact that we each have a musical identity.</p> <p>I can identify and move to the pulse with ease.</p> <p>I can think about 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. I can listen carefully and respectfully to other people’s thoughts about the music.</p> <p>I can use musical words when talking about the songs and talk about the musical dimensions working together in the Unit songs.</p>	<p>I know and can talk about: pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <p>I know how to keep the internal pulse</p> <p>I can explain Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>I know and can confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>I know about the style of the songs</p> <p>I can choose a song and be able to talk about: main features singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>I know meaning of the lyrics I know and can explain the importance of warming up your voice</p> <p>I can sing in unison and to sing backing vocals, with a good singing posture. I can follow a leader when singing. I can experience rapping and solo singing.</p> <p>I can listen to each other and be aware of how you fit into the group, singing with awareness of being ‘in tune’.</p>	<p>I know and can talk about: different ways of writing music down – e.g. staff notation, symbols, the notes C, D, E, F, G, A, B + C on the treble stave, the instruments they might play or be played in a band or orchestra or by their friends</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 using one of the differentiated parts – 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 their 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>I know and can talk about improvisation.</p> <p>I know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</p> <p>I know three well-known improvising musicians</p>	<p>I can talk about composition.</p> <p>I understand notation, recognising the connection between sound and symbol</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>I can talk about performing.</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 about it – “What went well?” and “It would have been even better if...?”</p>