

# Meadgate Primary School Progression of Skills

## Music

Knowledge Skills and Understanding	
Listening and Appraising (EYFS)	<ul style="list-style-type: none"> <li>• Can they create movement in response to music?</li> <li>• Can they sing to self and makes up simple songs?</li> <li>• Can they talk about songs they know or have heard?</li> <li>• Can they make up simple rhythms?</li> <li>• Can they sing songs, make music and experiment with ways of changing them?</li> </ul>
Listening and Appraising (Year 1)	<ul style="list-style-type: none"> <li>• To know 5 songs off by heart and know what they are about</li> <li>• To know and recognise the sounds and names of some instruments</li> <li>• To enjoy moving to music and say how the music makes them feel or describe the mood of the music</li> <li>• To recognise that parts of the song may keep being repeated</li> </ul>
Listening and Appraising (Year 2)	<ul style="list-style-type: none"> <li>• To know five songs off by heart and know what they are about</li> <li>• To know and recognise the sounds and names of some instruments</li> <li>• To enjoy moving to music and say how the music makes them feel or describe the mood of the music</li> <li>• To know that some songs have a chorus and that this will be repeated</li> <li>• To know that songs have a musical style</li> <li>• To learn how songs can tell a story or describe an idea</li> </ul>
Listening and Appraising (Year 3)	<ul style="list-style-type: none"> <li>• To know five songs from memory and who sang them or wrote them</li> <li>• To know the style of the five songs</li> <li>• Choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> <li>• To confidently identify and move to the pulse</li> <li>• To think about what the words of a song mean</li> <li>• Discuss how a song makes them feel</li> <li>• Listen carefully and respectfully to other people's thoughts about the music</li> <li>• Recognise the work of at least one famous composer</li> </ul>
Listening and Appraising (Year 4)	<ul style="list-style-type: none"> <li>• To know five songs from memory and who sang them or wrote them</li> <li>• To know the style of the five songs</li> <li>• Choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Some of the style indicators of that song</li> <li>○ The lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> <li>• To confidently identify and move to the pulse</li> <li>• To talk about the musical dimensions working together e.g. the song gets louder in the chorus (dynamics)</li> <li>• Talk about the music and how it makes them feel, what is the purpose of this piece of music?</li> <li>• Listen carefully and respectfully to other people's thoughts about the music</li> <li>• Begin to identify music by classical composers e.g. Beethoven, Mozart or Elgar</li> </ul>

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<p><b>Listening and Appraising (Year 5)</b></p>	<ul style="list-style-type: none"> <li>• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>• To know the style of the five songs and to name some other songs in those styles</li> <li>• To choose two or three songs and be able to talk about:             <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> <li>○ Compare and evaluate using musical vocabulary, which did they prefer and why?</li> <li>○ The composers and share their preferences</li> </ul> </li> <li>• To identify and move to the pulse with ease</li> <li>• To think about the message of songs</li> <li>• To 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>• To talk about how the musical dimensions work together in different songs</li> <li>• Talk about the music and how it makes you feel</li> </ul>
<p><b>Listening and Appraising (Year 6)</b></p>	<ul style="list-style-type: none"> <li>• To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>• To know the style of the songs and name other songs in those styles</li> <li>• To choose three or four songs and be able to talk about:             <ul style="list-style-type: none"> <li>○ The style indicators of the songs</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically? Compare and contrast the impact different composers would have had at the time</li> </ul> </li> <li>• Know and talk about that fact that we each have a musical identity</li> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs</li> <li>• To 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>• Use musical words when talking about the songs</li> <li>• To talk about the musical dimensions working together in songs</li> <li>• Talk about the music and how it makes you feel, using musical language to describe the music</li> </ul>

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Knowledge Skills and Understanding	
Embedding the Dimensions of Music (EYFS)	<ul style="list-style-type: none"> <li>Can they tap out simple repeated rhythms?</li> <li>Can they begin to move rhythmically?</li> <li>Can they explore how sounds can be changed?</li> <li>Can they talk about the music in terms of speed and dynamics? (fast, slow, loud, quiet)</li> </ul>
Embedding the Dimensions of Music (Year 1)	<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat and practise finding it in different ways</li> <li>To recognise when the music is fast or slow, loud or quiet</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals</li> <li>Practise listening to rhythms and clapping them back, creating rhythms for others to copy, listening and singing back e.g. "la, la, la"</li> </ul>
Embedding the Dimensions of Music (Year 2)	<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat and practise finding it in different ways</li> <li>To recognise when the music is fast or slow, loud or quiet</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals</li> <li>Practise listening to rhythms and clapping them back, creating rhythms for others to copy, listening and singing back e.g. "la, la, la"</li> <li>To know that rhythms are different from the steady pulse</li> <li>To understand that we can add high and low sounds (pitch) when we sing and play our instruments</li> </ul>
Embedding the Dimensions of Music (Year 3)	<ul style="list-style-type: none"> <li>To know how to find and demonstrate the pulse</li> <li>To know the difference between pulse and rhythm</li> <li>To know how pulse, rhythm and pitch work together to create a song</li> <li>To know that every piece of music has a pulse/steady beat</li> <li>To know the difference between a musical question and answer</li> <li>Practise listening to rhythms and clapping them back, creating rhythms for others to copy (perhaps leading the class), listening and singing back, listening and playing back without, and then with, notation</li> </ul>
Embedding the Dimensions of Music (Year 4)	<ul style="list-style-type: none"> <li>To know how pulse, rhythm and pitch work together</li> <li>Understand the terms ; 'pulse' and 'rhythm' and the differences between them, know how to keep the internal pulse</li> <li>Understand the term 'pitch'</li> <li>Be able to create simple musical ideas for a group to copy or respond to</li> <li>Practise listening to rhythms and clapping them back, creating rhythms for others to copy (perhaps leading the class), listening and singing back, listening and playing back without, and then with, notation</li> </ul>
Embedding the Dimensions of Music (Year 5)	<ul style="list-style-type: none"> <li>Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>Know how to keep the internal pulse</li> <li>Be able to create musical ideas for a group to copy or respond to</li> <li>Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>Copy back one-note riffs using simple and syncopated rhythm patterns</li> <li>Invent rhythms for others to copy back</li> <li>Copy back two-note and three-note riffs by ear and with notation</li> <li>Play question and answer games using two or three different notes</li> </ul>
Embedding the Dimensions of Music (Year 6)	<ul style="list-style-type: none"> <li>Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>Know how to keep the internal pulse</li> <li>Create musical ideas for a group to copy or respond to</li> <li>Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>Copy back one-note riffs using simple and syncopated rhythm patterns</li> <li>Invent rhythms for others to copy back</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Copy back two-note and three-note riffs by ear and with notation</li><li>• Play question and answer games using two or three different notes</li></ul> |
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Knowledge Skills and Understanding	
<b>Singing (EYFS)</b>	<ul style="list-style-type: none"> <li>• Can they sing a few familiar songs?</li> <li>• Can they begin to build a repertoire of songs?</li> <li>• Can they sing songs as part of a group?</li> </ul>
<b>Singing (Year 1)</b>	<ul style="list-style-type: none"> <li>• To sing or rap five songs in unison and from memory</li> <li>• Learn about singing notes of different pitches (high and low)</li> <li>• Learn that they can make different types of sounds with their voices e.g. you can rap or say words in rhythm</li> <li>• Learn how to start and stop when following a leader</li> </ul>
<b>Singing (Year 2)</b>	<ul style="list-style-type: none"> <li>• To confidently sing five songs from memory, following the melody</li> <li>• Learn about singing notes of different pitches (high and low) and begin to sing at the correct pitch</li> <li>• To know that unison is everyone singing at the same time</li> <li>• To know that songs can include different ways of using the voice e.g. rapping</li> <li>• Learn to start and stop singing when following a leader, begin to understand that phrases are where we breathe in a song</li> <li>• To know why we need to warm up our voices</li> <li>• Learn that they can make different types of sounds with their voices e.g. you can rap (spoken word with rhythm)</li> <li>• Learn to find a comfortable singing position</li> </ul>
<b>Singing (Year 3)</b>	<ul style="list-style-type: none"> <li>• To know that singing in a group can be called a choir</li> <li>• Understand that the leader or conductor is the person who the choir or group follow</li> <li>• To understand that songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Recognise that singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> <li>• To sing in unison and in simple two-parts</li> <li>• To demonstrate a good singing posture</li> <li>• To follow a leader when singing</li> <li>• Begin to enjoy exploring singing solo</li> <li>• To sing with awareness of being 'in tune'</li> <li>• To have an awareness of the pulse internally when singing</li> </ul>
<b>Singing (Year 4)</b>	<ul style="list-style-type: none"> <li>• To know that singing in a group can be called a choir</li> <li>• Understand that the leader or conductor is the person who the choir or group follow</li> <li>• To understand that songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Recognise that singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> <li>• Know about 'texture' e.g. a solo singer makes a thinner texture than a large group</li> <li>• To sing in unison and in simple two-parts</li> <li>• To demonstrate a good singing posture</li> <li>• To follow a leader when singing</li> <li>• To enjoy exploring singing solo</li> <li>• To sing with awareness of being 'in tune'</li> <li>• To rejoin the song if lost</li> <li>• To listen to the group when singing</li> </ul>

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<b>Singing (Year 5)</b>	<ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse</li> <li>• To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> </ul> </li> <li>• To know and explain the importance of warming up your voice</li> <li>• To sing in unison and to sing backing vocals</li> <li>• To enjoy exploring singing solo</li> <li>• To listen to the group when singing</li> <li>• To demonstrate a good singing posture and breathe in the correct places</li> <li>• To follow a leader when singing</li> <li>• To experience rapping and solo singing</li> <li>• To listen to each other and be aware of how you fit into the group</li> <li>• To sing with awareness of being 'in tune'</li> </ul>
<b>Singing (Year 6)</b>	<ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse</li> <li>• To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>• To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> <li>• To sing in unison and to sing backing vocals, beginning to sing in harmony</li> <li>• To demonstrate a good singing posture</li> <li>• To follow a leader when singing</li> <li>• To experience rapping and solo singing</li> <li>• To listen to each other and be aware of how you fit into the group</li> <li>• To sing with awareness of being 'in tune'</li> </ul>

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Knowledge Skills and Understanding	
Playing (EYFS)	<ul style="list-style-type: none"> <li>• Can they tap out simple repeated rhythms?</li> <li>• Can they explore and learn how sounds can be changed?</li> <li>• Can they explore different sounds of instruments?</li> <li>• Play accurately and in time as part of the performance.</li> </ul>
Playing (Year 1)	<ul style="list-style-type: none"> <li>• Learn the names of the notes they are playing</li> <li>• Learn the names of the instruments they are playing</li> <li>• Treat instruments carefully and with respect</li> <li>• Play a tuned instrumental part within the song they perform (this can be differentiated to match their musical ability)</li> <li>• Listen to and follow musical instructions from a leader</li> </ul>
Playing (Year 2)	<ul style="list-style-type: none"> <li>• Learn the names of the notes they are playing</li> <li>• Know the names of some untuned percussion instruments played in class</li> <li>• Treat instruments carefully and with respect</li> <li>• Play a tuned instrumental part within the song they perform (this can be differentiated to match their musical ability)</li> <li>• Play the part in time with the steady pulse</li> <li>• Listen to and follow musical instructions from a leader</li> </ul>
Playing (Year 3)	<ul style="list-style-type: none"> <li>• To know and be able to talk about the instruments used in class e.g. a glockenspiel, a recorder</li> <li>• To treat instruments carefully and with respect</li> <li>• Play a tuned instrumental part within the song they perform (this can be differentiated to match their musical ability) from memory or using notation</li> <li>• To rehearse and perform their part within the song</li> <li>• To listen to and follow musical instructions from a leader</li> </ul>
Playing (Year 4)	<ul style="list-style-type: none"> <li>• Be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone)</li> <li>• Begin to talk about other instruments they might play or be played in a band or orchestra or by their friends</li> <li>• To treat instruments carefully and with respect</li> <li>• Play a tuned instrumental part within the song they perform (this can be differentiated to match their musical ability) from memory or using notation</li> <li>• To rehearse and perform their part within the song</li> <li>• To listen to and follow musical instructions from a leader</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song</li> </ul>
Playing (Year 5)	<ul style="list-style-type: none"> <li>• To know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols</li> <li>• Know about the notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• Know and be able to talk about the instruments they might play or be played in a band or orchestra or by their friends</li> <li>• Play a musical instrument with the correct technique</li> <li>• Select and learn an instrumental part that matches their musical challenge by ear or by using notation</li> <li>• To rehearse and perform their part, maintain their part while others perform theirs</li> <li>• To listen to and follow musical instructions from a leader</li> <li>• To lead a rehearsal session</li> </ul>
Playing (Year 6)	<ul style="list-style-type: none"> <li>• To know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols</li> <li>• To know and be able to talk about notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• To know and be able to talk about the instruments they might play or be played in a band or orchestra or by their friends</li> <li>• Play a musical instrument with the correct technique</li> <li>• Select and learn an instrumental part that matches their musical challenge, from memory or using notation</li> <li>• To rehearse and perform their part</li> </ul>

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|  | <ul style="list-style-type: none"><li>• To listen to and follow musical instructions from a leader</li><li>• To lead a rehearsal session</li></ul> |
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# Meadgate Primary School Progression of Skills

## Music

Knowledge Skills and Understanding	
Improvising (EYFS)	<ul style="list-style-type: none"> <li>Can they make up their own simple tunes on the spot, and understand that when they make up their own tune it has never been heard before and belongs to them.</li> </ul>
Improvising (Year 1)	<ul style="list-style-type: none"> <li>To understand that improvisation is about making up your own tunes on the spot, when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Learn to listen to, copy and clap back rhythms and then improvise their own</li> <li>Using voices and instruments, listen and copy back, then improvise own answers</li> <li>Take turns to improvise using one or two notes on a tuned instrument</li> </ul>
Improvising (Year 2)	<ul style="list-style-type: none"> <li>To understand that improvisation is about making up your own tunes on the spot, when someone improvises they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>Learn to listen to, copy and clap back rhythms and then improvise their own</li> <li>Using voices and instruments, listen and copy back, then improvise own answers using one or two notes</li> <li>Take turns to improvise using one or two notes</li> </ul>
Improvising (Year 3)	<ul style="list-style-type: none"> <li>To understand that improvisation is making up your own tunes on the spot, when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>Using voices and instruments, listen and copy back, then improvise own answers using one or two notes</li> <li>Take turns to improvise using up to three notes</li> </ul>
Improvising (Year 4)	<ul style="list-style-type: none"> <li>To understand that improvisation is making up your own tunes on the spot, when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some riffs you have heard in your improvisations</li> <li>Using voices and instruments, listen and copy back, then improvise own answers using one or two notes</li> <li>Take turns to improvise using up to three notes</li> <li>Use repeated patterns within their improvisations</li> </ul>
Improvising (Year 5)	<ul style="list-style-type: none"> <li>To understand that improvisation is making up your own tunes on the spot, when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some riffs you have heard in your improvisations</li> <li>To know three well-known improvising musicians</li> <li>Practise listening and copying back on an instrument using one, two or three notes</li> <li>Play Question and Answer games on an instrument using one, two or three notes, always starting on a G</li> <li>Improvise using one, two or three notes</li> <li>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)</li> </ul>
Improvising (Year 6)	<ul style="list-style-type: none"> <li>To understand that improvisation is making up your own tunes on the spot, when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>

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|  | <ul style="list-style-type: none"><li>• To know that you can use some of the riffs and licks you have learnt in your improvisations</li><li>• To know three well-known improvising musicians</li><li>• Practise listening and copying back on an instrument using one, two or three notes</li><li>• Play Question and Answer games on an instrument using one, two or three notes, always starting on a G</li><li>• Improvise using one, two or three notes</li><li>• 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)</li></ul> |
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Knowledge Skills and Understanding	
Composing (EYFS)	<ul style="list-style-type: none"> <li>Help to create a simple melody using one, two or three notes</li> </ul>
Composing (Year 1)	<ul style="list-style-type: none"> <li>Understand that composing is like writing a story with music</li> <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>
Composing (Year 2)	<ul style="list-style-type: none"> <li>Understand that composing is like writing a story with music and can be from a stimulus or to create particular effects</li> <li>Help to create three simple melodies using one, three or five different notes</li> <li>Learn how the notes of the composition can be written down and changed if necessary</li> <li>Begin to understand that their composition should have a beginning, middle and end</li> </ul>
Composing (Year 3)	<ul style="list-style-type: none"> <li>To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>Learn about different ways of recording compositions (letter names, symbols, audio etc.)</li> <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 and 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> <li>Use repeated patterns within their composed pieces</li> <li>Combine sounds to create specific moods or feelings</li> </ul>
Composing (Year 4)	<ul style="list-style-type: none"> <li>To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>Learn about different ways of recording compositions (letter names, symbols, audio etc.)</li> <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 and 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> <li>Begin to use standard notation</li> <li>Understands the place of rests or moments of silence within music</li> </ul>
Composing (Year 5)	<ul style="list-style-type: none"> <li>To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>To understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Recognise the connection between sound and symbol (notation)</li> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</li> <li>Explain the keynote or home note and the structure of the melody</li> <li>Listen to and reflect upon their developing composition (and others') and make musical decisions about how the melody connects with the song, can they suggest improvements to their own and others' work?</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> <li>Use basic structural forms e.g. rounds, variations, rondo</li> </ul>
Composing (Year 6)	<ul style="list-style-type: none"> <li>To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>To understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Recognise the connection between sound and symbol (notation)</li> <li>Create simple melodies using up to five different notes, and simple rhythms that work musically with the style of the Unit song</li> <li>Explain the keynote or home note and the structure of the melody</li> </ul>

## Meadgate Primary School Progression of Skills

### Music

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|  | <ul style="list-style-type: none"><li>• Listen to and reflect upon their developing composition (and others') and make musical decisions about how the melody connects with the song, refine and improve their work</li><li>• Choose the best way to record the composition so it recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li><li>• Compose using different combinations of beats</li><li>• Begin to use chords in their compositions</li></ul> |
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# Meadgate Primary School Progression of Skills

## Music

Knowledge Skills and Understanding	
Performing (EYFS)	<ul style="list-style-type: none"> <li>Learn songs and perform them to an audience.</li> </ul>
Performing (Year 1)	<ul style="list-style-type: none"> <li>Understand that a performance is sharing music with other people, called an audience</li> <li>Perform a song they have learnt <i>trying hard to look at their audience while they are performing</i></li> <li>Learn to add their own ideas to the performance</li> <li>Record the performance and say how they were feeling about it</li> </ul>
Performing (Year 2)	<ul style="list-style-type: none"> <li>Understand that a performance is sharing music with an audience which can include your parents and/or friends</li> <li>Understanding that a performance can be a special occasion and involve a class, a year group or a whole school</li> <li>Perform a song they have learnt <i>trying hard to look at their audience while they are performing</i></li> <li>Learn to add their own ideas to the performance</li> <li>Record the performance and say how they were feeling about it</li> </ul>
Performing (Year 3)	<ul style="list-style-type: none"> <li>To know that performing is sharing music with other people, an audience</li> <li>To understand that the performance needs to be planned for and rehearsed</li> <li>To understand the need to sing clearly, <i>in tune</i> and with confidence, <i>control and expression</i> when performing</li> <li>To understand the need to play <i>clear notes</i> with confidence when performing</li> <li>Know that a performance can be a special occasion and involve an audience including people you don't know</li> <li>Understand that a performance may involve communicating feelings, thoughts and ideas</li> </ul>
Performing (Year 4)	<ul style="list-style-type: none"> <li>Understand that performing is sharing music with other people, an audience</li> <li>To understand that the performance needs to be planned for and rehearsed</li> <li>To understand the need to sing clearly, <i>in tune</i> and with confidence, <i>control and expression</i> when performing</li> <li>To understand the need to play <i>clear notes rhythmically and</i> with confidence when performing</li> <li>Know that a performance can be a special occasion and involve an audience including people you don't know</li> <li>Understand that a performance may involve communicating feelings, thoughts and ideas</li> <li><i>Perform from memory and begin to perform from notation</i></li> <li>Present a musical performance designed to capture the audience</li> <li>To communicate the meaning of the words and clearly articulate them</li> <li>To talk about the best place to be when performing and how to stand or sit</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why</li> </ul>
Performing (Year 5)	<ul style="list-style-type: none"> <li>Understand that performing is sharing music with other people, an audience</li> <li>To understand that the performance needs to be planned for and rehearsed</li> <li>To understand the need to sing clearly, <i>in tune</i> and with confidence, <i>control and expression</i> when performing</li> <li>To understand the need to play <i>clear notes rhythmically and</i> with confidence when performing</li> <li>Know that a performance can be a special occasion and involve an audience including people you don't know</li> <li>Understand that a performance may involve communicating feelings, thoughts and ideas</li> <li>To communicate the meaning of the words and clearly articulate them</li> <li>To talk about the venue and how to use it to best effect</li> <li>To record the performance and compare it to a previous performance</li> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>

## Meadgate Primary School Progression of Skills

### Music

#### Performing (Year 6)

- Understand that performing is sharing music with other people, an audience
- To understand that the performance needs to be planned for and rehearsed
- To understand the need to sing clearly, in tune and with confidence, control and expression when performing
- To understand the need to play clear notes rhythmically and with confidence when performing
- Know that a performance can be a special occasion and involve an audience including people you don't know
- Understand that a performance may involve communicating feelings, thoughts and ideas
- To communicate the meaning of the words and clearly articulate them
- 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...?”