

# Debden Primary Academy

## Music

### Progression of Skills Map

Music	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listen and appraise</b>	Show how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Show how they can enjoy moving to music.  Explain how songs can tell a story or describe an idea.	Identify and move to the pulse.  Say what the words of a song mean.  Discuss how the song makes them feel.	Identify and move to the pulse.  Talk about the musical dimensions working together.  Talk about how music makes us feel.  Use musical vocabulary when talking about music.	Identify and move to the pulse.  Talk about musical dimensions working together.  Talk about how music makes us feel.  Use musical vocabulary when talking.  Think about the message of songs.  Compare two songs in the same style.	Identify and move to the pulse.  Talk about musical dimensions working together.  Talk about how music might makes others feel.  Use musical vocabulary when talking.  Think about the message of songs.  Compare diferent songs in the same style.
<b>Singing</b>  (5 songs)	Recall songs from memory and sing or rap them in unison.  Start and stop singing when following a leader.	Show how voices can sing notes of different pitches.  Start and stop singing when following a leader.  Show how to make different types of sounds.	Sing in unison and in two-parts.  Follow a leader when singing.  Explore singing solo.  Sing with awareness of being 'in tune'.	Sing in unison and in two-parts.  Follow a leader when singing.  Explore singing solo.  Sing with awareness of being 'in tune'.	Sing in unison and to sing backing vocals.  Follow a leader when singing.  Experience rapping and solo singing. Sing with awareness of being 'in tune'.	Sing in unison and to sing backing vocals.  Follow a leader when singing.  Experience rapping and solo singing. Sing with awareness of being 'in tune'.

			Demonstrate good singing posture.	Demonstrate good singing posture. Rejoin the song if lost.	Demonstrate a good singing posture Listen and fit into the group.	Demonstrate a good singing posture Listen and fit into the group.
<b>Playing</b>	Play a tuned instrumental part with the song they perform.  Listen to and follow musical instructions from a leader.	Play a tuned instrumental part.  Listen to and follow musical instructions from a leader.  Play the part in time with the steady pulse.	Play any one, or all of four, differentiated parts on a tuned instrument.  Listen to and follow musical instructions from a leader.  Rehearse and perform their part.	Play any one, or all of four, differentiated parts on a tuned instrument.  Listen to and follow musical instructions from a leader.  Rehearse and perform their part.  Experience leading.	Play any one, or all of four, differentiated parts on a tuned instrument.  Listen to and follow a leader.  Rehearse and perform their part.  Lead a rehearsal.  Play a musical instrument with the correct technique.	Play any one, or all of four, differentiated parts on a tuned instrument.  Listen to and follow a leader.  Rehearse and perform their part.  Lead a rehearsal.  Play a musical instrument with the correct technique.
<b>Improvisation</b>	Clap, sing, play and improvise.	Listen and clap back, then listen and clap your own answer.  Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	Listen and copy back using instruments, using two different notes.  Listen and play your own answer using one or two notes.  Take it in turns to improvise using one or two notes.	Listen and copy back using instruments and two different notes.  Using your instruments, listen and play your own answer with one or two notes.  Take it in turns to improvise using one or two notes.	Copy back using instruments. Use the two notes.  Question and Answer using instruments.  Use two notes in your answer. Always start on a G.  Improvise using two notes.	Copy back using instruments. Use two/three notes.  Question and Answer using instruments.  Use two/three notes in your answer. Always start on a G.  Improvise using two/three notes.
<b>Composition</b>	Help to create a simple melody using one, two or three notes.  Show how the notes of the composition can be	Help create three simple melodies using one, three or five different notes.	Plan, create, perform and talk about a section of music.  Record the composition.	Plan, create, perform and talk about a section of music.  Connect symbol and sound.	Create simple melodies using up to five different notes and simple rhythms that work musically with the song style.	Create simple melodies using up to five different notes and simple rhythms that work with the song style.

	written down and changed if necessary.	Learn how the notes of the composition can be written down and changed if necessary.	Make decisions about pulse, rhythm, pitch, dynamics and tempo.  Reflect on the composition.	Make decisions about pulse, rhythm, pitch, dynamics and tempo.  Record and reflect upon composition.	Connect sound and symbol.  Listen to and reflect upon the developing composition.  Record the composition.	Explain keynote or home note.  Listen to and reflect upon the developing composition.  Make musical decisions.  Record the composition.
<b>Performing</b>	Choose a song they have learnt and perform it.  Add own ideas.  Record the performance and say how they were feeling about it.	Choose a song they have learnt and perform it.  Add own ideas.  Record the performance and say how they were feeling about it.	Choose what to perform and create a programme.  Communicate the meaning of the words.  Talk about the best place to be when performing and how to stand or sit. Record and evaluate the performance.	Choose what to perform and create a programme.  Plan to capture the audience.  Talk about the best place to be when performing and how to stand or sit.  Record and evaluate the performance.	Choose what to perform and create a programme.  Talk about the venue and how to use it to best effect.  Record the performance and compare it to a previous one.  Evaluate the performance musically.	Choose what to perform and create a programme.  Talk about the venue and how to use it to best effect.  Record the performance and compare it to a previous one.  Evaluate the performance musically.

**Inter-related dimensions of music (dynamics):**

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft
- TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.