



### Music Skills Progression Grid

	EYFS	Years 1	Years 3 & 4	Years 5 & 6
<b>Listen and Appraise</b>		<ul style="list-style-type: none"> <li>Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<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 Unit 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>When you talk try to use musical words.</li> </ul>	<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>Use musical words when talking about the songs.</li> <li>Talk about the musical dimensions working together in the Unit songs.</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
<b>Games</b>		<ul style="list-style-type: none"> <li>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.</li> <li>Children will complete the following in relation to the main song :</li> </ul>	<ul style="list-style-type: none"> <li>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two</li> </ul>	<ul style="list-style-type: none"> <li>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the</li> </ul>

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		<ul style="list-style-type: none"> <li>• Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</li> <li>• Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>• Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy</li> <li>• Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</li> <li>• Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</li> </ul>	<p>notes: 1. <b>Find the Pulse</b></p> <ul style="list-style-type: none"> <li>• <b>2. Rhythm Copy Back:</b></li> <li>• <b>Bronze:</b></li> <li>• Clap and say back rhythms</li> <li>• <b>Silver:</b></li> <li>• Create your own simple rhythm patterns</li> <li>• <b>Gold:</b></li> <li>• Perhaps lead the class using their simple rhythms</li> <li>• <b>3. Pitch Copy Back Using 2 Notes</b></li> <li>• <b>Bronze:</b></li> <li>• Copy back – 'Listen and sing back' (no notation)</li> <li>• <b>Silver:</b></li> <li>• Copy back with instruments, without then with notation</li> <li>• <b>Gold:</b></li> <li>• Copy back with instruments, without and then with notation</li> <li>• <b>4. Pitch Copy Back and Vocal Warm-ups</b></li> </ul>	<p>main song, using three notes:</p> <ul style="list-style-type: none"> <li>• <b>Bronze Challenge</b></li> <li>• Find the pulse</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>• <b>Silver Challenge</b></li> <li>• Find the pulse</li> <li>• Lead the class by inventing rhythms for others to copy back</li> <li>• Copy back two-note riffs by ear and with notation</li> <li>• Question and answer using two different notes</li> <li>• <b>Gold Challenge</b></li> <li>• Find the pulse</li> <li>• Lead the class by inventing rhythms for them to copy back</li> <li>• Copy back three-note riffs by ear and with notation</li> <li>• Question and answer using three different notes</li> </ul>
<p><b>Singing</b></p>		<ul style="list-style-type: none"> <li>• Learn about voices, singing notes of different pitches (high and low).</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> </ul>	<ul style="list-style-type: none"> <li>• Sing in unison and to sing backing vocals.</li> <li>• Demonstrate a good singing posture.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Learn that they can make different types of sounds with their voices – you can rap or say words in 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>• Follow a leader when singing.</li> <li>• Enjoy exploring singing solo.</li> <li>• Sing with awareness of being 'in tune'.</li> <li>• Rejoin the song if lost.</li> <li>• Listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <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>
<b>Playing</b>		<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>• Play the part in time with the steady pulse.</li> <li>• Listen to and follow musical instructions from a leader.</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 Unit 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>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit 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 Unit song.</li> <li>• Listen to and follow musical instructions from a leader.</li> <li>• Lead a rehearsal session.</li> </ul>
		<ul style="list-style-type: none"> <li>• Use the improvisation tracks provided. Improvise using the three challenges:</li> <li>• <b>1. Clap and Improvise</b></li> </ul>	<ul style="list-style-type: none"> <li>• Improvise using instruments in the context of a song they are learning to perform. Use the improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise using instruments in the context of a song to be performed. Use the improvisation tracks</li> </ul>

<p style="text-align: center;"><b>Improvisation</b></p>		<ul style="list-style-type: none"> <li>• Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• <b>2. Sing, Play and Improve</b> Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>• <b>3. Improvise!</b></li> <li>• Take it in turns to improvise using</li> <li>• one or two notes</li> </ul>	<p>tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> <li>• <b>• <u>Bronze Challenge:</u></b></li> <li>• ○ <b>Copy Back</b> -Listen and sing back melodic patterns</li> <li>• ○ <b>Play and Improve</b></li> <li>• – Using instruments, listen and play your own answer using one note.</li> <li>• ○ <b>Improvise!</b></li> <li>• – Take it in turns to improvise using one note.</li> <li>• <b>• <u>Silver Challenge:</u></b></li> <li>• ○ <b>Sing, Play and Copy Back</b></li> <li>• – Listen and copy back using instruments, using two different notes.</li> <li>• ○ <b>Play and Improve</b></li> <li>• – Using your instruments, listen and play your own answer using one or two notes.</li> <li>• ○ <b>Improvise!</b></li> <li>• – Take it in turns to improvise using one or two notes.</li> <li>• <b>• <u>Gold Challenge:</u></b></li> <li>• ○ <b>Sing, Play and Copy Back</b></li> <li>• – Listen and copy back using instruments, two different notes.</li> <li>• ○ <b>Play and Improve</b></li> </ul>	<p>provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> <li>• <b><u>1. Play and Copy Back</u></b></li> <li>• ○ <b>Bronze</b> – Copy back using instruments. Use one note.</li> <li>• ○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li>• ○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> <li>• <b><u>2. Play and Improve</u></b></li> <li>• You will be using up to three notes:</li> <li>• ○ <b>Bronze</b></li> <li>• – Question and Answer using instruments. Use one note in your answer.</li> <li>• ○ <b>Silver</b></li> <li>• – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>• ○ <b>Gold</b></li> <li>• – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> <li>• <b><u>3. Improvisation!</u></b></li> <li>• You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</li> </ul>
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			<ul style="list-style-type: none"> <li>• – Using your instruments, listen and play your own answer using two different notes.</li> <li>• ○ <b>Improvise!</b></li> <li>• – Take it in turns to improvise using three different notes.</li> </ul>	<ul style="list-style-type: none"> <li>• ○ <b>Bronze</b></li> <li>• – Improvise using one note.</li> <li>• ○ <b>Silver</b></li> <li>• – Improvise using two notes.</li> <li>• ○ <b>Gold</b></li> <li>• – Improvise using three notes.</li> <li>• <b><u>Classroom Jazz 2</u></b></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>
<p><b>Composition</b></p>		<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>• 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 unit 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</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 Unit 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</li> </ul>

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			that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	the connection between sound and symbol (e.g. graphic/pictorial notation).
<b>Performance</b>		<ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>Add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it</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>	<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>