



Progression Overview



	Year 2 – For Reference	Year 3	Year 4
Listen and appraise	<p><i>To know some songs have a chorus or a response/answer part.</i></p> <p><i>To know that songs have a musical style.</i></p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p><i>To learn how songs can tell a story or describe an idea.</i></p>	<p><i>To know five songs from memory and who sang them or wrote them.</i></p> <p><i>To know the style of the five songs.</i></p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"><i>* Its lyrics: what the song is about</i><i>* Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</i><i>* Identify the main sections of the song (introduction, verse, chorus etc.)</i><i>* Name some of the instruments they heard in the song</i> <p>To confidently identify and <i>move to the pulse.</i></p> <p><i>To think about what the words of a song mean.</i></p> <p><i>To take it in turn to discuss how the song makes them feel.</i></p>	<p><i>To know five songs from memory and who sang them or wrote them.</i></p> <p><i>To know the style of the five songs.</i></p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"><i>* Some of the style indicators of that song (musical characteristics that give the song its style).</i><i>* The lyrics: what the song is about.</i><i>* Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</i><i>* Identify the main sections of the song (introduction, verse, chorus etc).</i><i>* Name some of the instruments they heard in the song.</i> <p>To confidently identify and move to the pulse.</p> <p><i>To talk about the musical dimensions working together in the Unit songs</i></p>

		<p><i>Listen carefully and respectfully to other people's thoughts about the music.</i></p>	<p><i>eg if the song gets louder in the chorus (dynamics).</i> Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. <i>When you talk try to use musical words.</i></p>
<p>Games</p>	<p>To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite, food, colours and animals. <i>Rhythms are different from the steady pulse.</i> <i>We add high and low sounds, pitch, when we sing and play our instruments.</i></p> <p>Using the Warm up Games tracks provided, complete the following in relation to the main song:</p> <ul style="list-style-type: none"> • Game 1 Pulse - Choose an animal and find the pulse. • Game 2 – Rhythm Copy Back - Listen to the rhythm and clap back. Copy back short rhythmic phrases 	<p>Find the pulse, copy rhythms, copy pitch, gradually introducing notation. <i>Know how to find and demonstrate the pulse.</i> <i>Know the difference between pulse and rhythm.</i> <i>Know how pulse, rhythm and pitch work together to create a song.</i> <i>Know that every piece of music has a pulse / steady beat.</i> <i>Know the difference between a musical question and an answer.</i></p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 	<p>Find the pulse, copy rhythms, copy pitch, gradually introducing notation. Know <i>and be able to talk about</i> how pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies <i>How to keep the internal pulse</i> <i>Musical Leadership: creating musical ideas for the group to copy or respond to.</i></p> <p>Using the Warm up Games tracks provided, complete the Bronze,</p>

	<p>based on words with one and two syllables whilst marching the steady beat.</p> <ul style="list-style-type: none"> ● Game 3 – Rhythm Copy Back, Your Turn - Create rhythms for others to copy. ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. ● Game 4a – Pitch Copy Back and Vocal Warm-up. 	<p>2. Rhythm Copy Back: Clap and say back rhythms / Create your own simple rhythm patterns / lead the class using their simple rhythms</p> <p>3. Pitch Copy Back Using 2 Notes 'Listen and sing back' (no notation) / Copy back with instruments, without then with notation</p> <p>4. Pitch Copy Back and Vocal Warm-ups</p>	<p>Silver and Gold Challenges in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: Clap and say back rhythms / Create your own simple rhythm patterns / lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes 'Listen and sing back' (no notation) / Copy back with instruments, without then with notation 4. Pitch Copy Back and Vocal Warm-ups
<p>Singing</p>	<p><i>To confidently know and sing five songs from memory</i> <i>To know that unison is everyone singing at the same time.</i> <i>To know why we need to warm up our voices.</i></p> <p>Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p><i>Learn to find a comfortable singing position.</i></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> * <i>Singing in a group can be called a choir.</i> * <i>Leader or conductor: A person who the choir or group follow.</i> * <i>Songs can make you feel different things e.g. happy, energetic or sad.</i> * <i>Singing as part of an ensemble or large group is fun, but that you must listen to each other.</i> * To know why you must warm up your voice. <p>To sing in unison and <i>in simple two-parts.</i></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> * Singing in a group can be called a choir * Leader or conductor: A person who the choir or group follow * Songs can make you feel different things e.g. happy, energetic or sad * Singing as part of an ensemble or large group is fun, but that you must listen to each other * <i>Texture: How a solo singer makes a thinner texture than a large group</i> * To know why you must warm up your voice

	<p>Learn to start and stop singing when following a leader.</p>	<p><i>To demonstrate a good singing posture.</i></p> <p>To follow a leader when singing.</p> <p><i>To enjoy exploring singing solo.</i></p> <p><i>To sing with awareness of being 'in tune'.</i></p> <p><i>To have an awareness of the pulse internally when singing.</i></p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p><i>To rejoin the song if lost.</i></p> <p><i>To listen to the group when singing.</i></p>
<p>Playing</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the <i>names of untuned percussion</i> instruments played in class.</p> <p>Treat instruments carefully and with respect.</p> <p>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).</p> <p><i>Play the part in time with the steady pulse.</i></p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To know <i>and be able to talk about</i> the instruments used in class (<i>a glockenspiel, a recorder</i>)</p> <p>Treat instruments carefully and with respect.</p> <p>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) <i>from memory or using notation.</i></p> <p><i>Rehearse and perform their part within the context of the Unit song.</i></p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> * The instruments used in class (a glockenspiel, recorder or <i>xylophone</i>). * <i>Other instruments they might play or be played in a band or orchestra or by their friends.</i> <p>Treat instruments carefully and with respect.</p> <p>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.</p> <p>Rehearse and perform their part within the context of the Unit song.</p> <p>Listen to and follow musical instructions from a leader.</p>

			<p><i>Experience leading the playing by making sure everyone plays in the playing section of the song.</i></p>
<p>Improvisation</p>	<p><i>Know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</i></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<p><i>Know improvisation is making up your own tunes on the spot.</i></p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p><i>To know that using one or two notes confidently is better than using five.</i></p> <p><i>To know that if you improvise using the notes you are given, you cannot make a mistake.</i></p> <p>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Copy Back – Listen and sing back /Listen and copy back <i>using instruments, using two different notes.</i> 2. Play and Improvise – Using instruments, listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one / one or two / <i>three notes.</i> 	<p>Know improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p><i>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</i></p> <p>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Copy Back – Listen and sing back melodic patterns/ using instruments, using two different notes. 2. Play and Improvise – Using instruments, listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one / one or two / three notes.

<p>Composition</p>	<p>Help create <i>three</i> simple melodies with the Units using <i>one, three or five different notes</i>. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or five different notes. <i>Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i></p>	<p>Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
<p>Performance</p>	<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>To choose what to perform <i>and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit.</i> To record the performance and say how they were feeling, <i>what they were pleased with, what they would change and why?</i></p>	<p>To choose what to perform and create a programme. <i>Present a musical performance designed to capture the audience.</i> To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why?</p>

