



Musical skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening and engagement</b>	<ul style="list-style-type: none"> <li>-play games that develop my listening skills</li> <li>-learn to respond to music physically</li> <li>-learn to join in with and anticipate actions</li> <li>- learn to follow instructions</li> <li>- explore pulse in my body through listening, singing and responding to music</li> <li>-learn how to sing a response back to the music teacher</li> </ul>	<ul style="list-style-type: none"> <li>-focus and engage in the session</li> <li>-join in with music sessions with confidence</li> <li>- learn and find the confidence to sing a response back to the music teacher</li> <li>-listen to my peers sing and play instruments</li> <li>- participate in singing games where I will learn to take turns and follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>-Actively listen for specific elements in music</li> <li>-Learn how to describe music in terms of dynamics, pitch, timbre, mood and tempo</li> <li>- work at directed tasks in pairs</li> <li>begin to work in small groups</li> </ul>	<ul style="list-style-type: none"> <li>-Actively listen to music and describe sounds in terms of the elements of music – dynamics, texture and timbre, tempo and rhythm, pitch and tempo</li> <li>-Explore timbre and mood when listening to music</li> <li>-Learn how to compose music to tell a story</li> <li>-Work independently during directed tasks</li> <li>- Work independently at directed tasks involving selecting and organizing sounds in response to a stimulus</li> </ul>	<ul style="list-style-type: none"> <li>-Actively listen to music and learn how to notice specific instruments</li> <li>-Actively listen and notice specific instruments, and describe with increased musical vocabulary and awareness</li> <li>-Refine my ability to talk about music</li> </ul>	<ul style="list-style-type: none"> <li>-Actively listen to music that describes a scene and tells a story (programme music)</li> <li>-Be supported to appraise and comment on my peers works</li> <li>-Begin to identify musical genres whilst listening</li> <li>-Actively listen to music and comment on significant features</li> </ul>	<ul style="list-style-type: none"> <li>-Participate in physical and vocal warm ups as a whole class</li> </ul>	<ul style="list-style-type: none"> <li>-be supported to appraise &amp; comment on my peers works</li> <li>-begin to identify musical genres, periods and styles in listening</li> <li>-comment on significant features of music after active listening</li> <li>-learn to respond to listening with thoughts of feelings &amp; emotion</li> <li>-Participate in preparing a year group show</li> </ul>



# Rotherhithe Primary School Progression of Skills and Knowledge



<b>Music Knowledge</b>	Listen to live and recorded music	Listen to live and recorded music  -learn about carnivals around the world	-Listen to live and recorded music  -Learn about music from other cultures  -Learn and sing songs from other cultures  -Explain and describe my music and choices	-Listen to Djembe musicians  -Learn to choose and select sounds  -Learn about the story 'The Leopards Drum'	-Learn how to talk about music  -Develop an awareness of musical devices (ostinato drone alberti, chords, scales , arpeggios)  -Begin to notice tonality – major, minor and pentatonic  -Learn about Brazilian music culture  -Learn about Brazilian music history and stories	-Learn about harmony, bass and tune  -Explore more complex rhythms that include playing on the 'off beat' (syncopation)  -Respond to music I've listened to with thoughts, feelings and emotions (express these through words, graphic scores and questionnaires)	-Learn about the ukulele as an instrument  -Learn how to sing songs in different languages  -Become familiar with more complex rhythms  Learn and use music vocab: •Chords •Mute •Tempo • Dynamics •Strum •Pluck •Pitch •Structure •Major/Minor	-Begin to develop an understanding of the difference between simple and compound time  - Learn to understand technicalities of counting in , conducting and leading ensembles  -Learn to control tempo and dynamics  -Learn about putting on a performance and the various skills and techniques involved  -Learn to recognise different rhythm patterns – clave, afoxe, reggae, calypso
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Rotherhithe Primary School Progression of Skills and Knowledge



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Singing skills</b></p>	<ul style="list-style-type: none"> <li>-learn to find my singing voice</li> <li>-learn how to explore vocal sounds</li> <li>- experience a range of songs</li> <li>- explore rhythm through words</li> <li>-explore pitch through singing and sounds</li> </ul>	<ul style="list-style-type: none"> <li>-learn to sing with greater control</li> <li>-learn how to control my voice to sing loud / soft</li> <li>-begin to explore my vocal range – high and low</li> <li>-experience a range of songs</li> <li>-learn to sing a wider repertoire of songs</li> <li>-develop a steady pulse</li> <li>-become more aware of rhythm and pitch</li> <li>-learn to describe what I can hear in words</li> <li>-begin to use my head voice</li> <li>-sing solo with increasing confidence and control</li> <li>- learn how to use hand signs to show pitch</li> </ul>	<ul style="list-style-type: none"> <li>-Sing a wide range of songs with increasing range, control and accuracy</li> <li>-Explore dynamics in singing</li> <li>-maintain pulse when singing</li> <li>-learn to clap rhythm of words in songs and rhymes</li> <li>-learn to pitch match when singing</li> <li>-learn a variety of new songs</li> <li>-use hand sings to show the pitches so, mi, la</li> </ul>	<ul style="list-style-type: none"> <li>-Sing a wide range of songs with increasing range, control, accuracy and confidence</li> <li>-explore dynamics in singing</li> <li>-learn new songs linked to a planned performance</li> <li>-learn to use vocal sound translation to say rhythm patterns (tata - tete, spider – ant, ect)</li> <li>-learn how to sing rounds and partners song</li> <li>-Pitch match securely</li> <li>-Learn how to use hand signs to show pitch</li> </ul>	<ul style="list-style-type: none"> <li>-Sing songs that develop my vocal range</li> <li>-Sing a wide range of children's repertoire, including world songs and kodalý repertoire Rhymes</li> <li>-Sing songs in Portuguese</li> <li>-Learn songs that include 2 part rounds and partner songs</li> <li>-Learn about phrase and structure in simple songs</li> <li>Prepare for a concert with an orchestra</li> <li>-Learn to sing a variety of songs from shows</li> <li>-Learn to sing popular songs with phrasing and dynamics</li> <li>-Use the solfa hand signs and symbols with confidence</li> </ul>	<ul style="list-style-type: none"> <li>-Sing all kinds of repertoire with increased tuning and confidence</li> <li>-Be able to sing in my 'head voice' and my 'chest voice'</li> <li>-Develop control of dynamics (volume) and phrasing (expression)</li> <li>-Be able to sing in 2 parts confidently</li> </ul>	<ul style="list-style-type: none"> <li>-Learn how to sing and play a variety of pieces for a performance</li> <li>-Learn how to play and sing in a three part harmony</li> </ul>	<ul style="list-style-type: none"> <li>-Use songs as a starting point to create pieces in parts, using the keyboard and untuned percussion</li> <li>-Compose songs to sing and play</li> <li>-Learn all kinds of repertoire with increased tuning and confidence in head voice and chest voice</li> <li>-Develop control of dynamics and phrasing whilst singing</li> <li>-Develop my ability and confidence in singing in 2 and 3 parts</li> </ul>
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## Rotherhithe Primary School Progression of Skills and Knowledge



Instrumental skills	<p>-learn how to explore pulse through movement and actions</p> <p>-develop a steady pulse</p> <p>-learn to handle and control small percussion instruments to start and stop ; play loud and soft; play fast and slow</p> <p>-learn to retell stories through music</p>	<p>-explore pitch through sounds</p> <p>-develop and keep a steady pulse</p> <p>- learn to accelerate and decelerate in pulse</p> <p>-handle and control small percussion instruments to start and stop ; play loud and soft; play fast and slow</p> <p>-learn to use instruments to make sound effects in poems, songs and stories</p> <p>-explore vocabulary used to describe what I can hear</p> <p>-learn to describe sounds using onomatopoeia</p> <p>-respond to picture instrument cards to follow directions – to tap, scrape, shake</p> <p>-learn to use rhythm phrases to clap rhythm patterns</p>	<p>-Learn how to play a chime bar musically</p> <p>-learn how to use beaters</p> <p>-learn how to play instruments with an increased awareness of rhythm</p> <p>-learn how to play instruments to accompany songs</p> <p>-create rhythm phrases</p> <p>-learn how to play specific rhythms and patterns in a phrase</p> <p>-maintain pulse when playing instruments</p> <p>- Create soundscapes</p> <p>-Choose and select instruments to make music</p>	<p>-develop chime bar playing technique</p> <p>- play and sing simple tunes on chime bars</p> <p>- play different sounds on a variety of instruments with good technique</p> <p>-Learn to explore texture and timbre in compositions</p> <p>-learn to compare rhythm and pulse</p> <p>-Explore rhythms and pulse in 2 to 3 parts</p> <p>-Learn how to play the Djembe musically</p> <p>-Learn to play open tones and bass tones on the Djembe</p> <p>-Learn how to create soundscapes for stories on djembe</p>	<p>-Learn tuned percussion technique</p> <p>-Sing and play percussion instruments to practice maintaining an accurate pulse</p> <p>-Learn how to develop hand &amp; stick drum technique for tuned percussion, xylophone, glockenspiel, chime bars.</p> <p>-Compose in groups using a range of sound effects</p> <p>-Learn how to play Brazilian rhythms on samba instruments</p> <p>-Learn how to create rhythm patterns with increasing complexity</p> <p>-Play rhythm pieces that develop hand &amp; stick drum technique</p> <p>- Learn how to create pieces using a range of sound effects , rhythm, melodic motifs and pulse</p>	<p>-Learn how to play the recorder musically and develop recorder playing and practice techniques</p> <p>-Showcase a variety of tunes on the recorder</p> <p>-Use recorders and tuned percussion to compose</p> <p>-Handle and control a range of percussion instruments and create soundscapes and musical compositions.</p> <p>-Create compositions using musical starting points i.e a rhythmic motif or a melody</p> <p>-Create compositions using visual starting points i.e pictures and abstract art</p> <p>-Play as part of an ensemble – xylophones, glockenspiels, recorders and all percussion (the 'kitchen')</p>	<p>-Learn to handle and play the ukulele musically</p> <p>-Develop ukulele playing technique (strumming, playing barre chords, plucking)</p> <p>-Learn practice techniques to be able to play chord changes fluently</p> <p>-Learn how to sing and play a variety of pieces for a performance</p> <p>-Learn how to play and sing in a three part harmony</p> <p>Learn to play chords:</p> <ul style="list-style-type: none"> <li>• C</li> <li>• Fsus</li> <li>• Am7</li> <li>• G7</li> <li>• D7</li> <li>• Fm</li> <li>• B7</li> <li>• Em7</li> <li>• A7</li> <li>• D7</li> <li>• E7</li> <li>• F7</li> <li>• C7</li> </ul>	<p>Secure a strong sense of pulse</p> <p>-Develop specific instrument playing techniques using sticks and hand drumming</p> <p>-Learn to compose and arrange</p> <p>-Practice and perform to others</p> <p>-Learn how to play the keyboard musically</p> <p>-Use songs as a starting point to create pieces in parts, using the keyboard and untuned percussion</p> <p>Develop an awareness of balance between instruments</p>
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Rotherhithe Primary School Progression of Skills and Knowledge



<b>Rhythm reading &amp; notation</b>		<ul style="list-style-type: none"> <li>- learn to follow signs and symbols to sing loud and quiet</li> </ul>	<ul style="list-style-type: none"> <li>-read simplified rhythm patterns on cards</li> <li>-Use graphemes to represent sounds</li> <li>-Use graphemes to record musical ideas</li> <li>-Learn how to sequence sound</li> </ul>	<ul style="list-style-type: none"> <li>- read and record patterns</li> <li>-match rhythm patterns to songs</li> <li>-explore song structure</li> <li>-use stick rhythm notation cards</li> <li>-use counters, beads and lolly sticks to represent beats and rhythms</li> <li>-learn how to make graphic scores and play from scores</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to read pitch notation</li> <li>-Learn how to write down and record rhythmic patterns</li> <li>-Read and create graphic scores</li> <li>-Learn how to read and record on grid scores</li> <li>-Learn how to read stick rhythm notation (quavers , semi quavers , minim, semi breve) and grid notation;</li> <li>Demonstrate an awareness of musical devices (ostinato ABA ABACA drone alberti, chords, scales , arpeggios)</li> </ul>	<ul style="list-style-type: none"> <li>-Learn how to read rhythm and simplified pitch notation and apply to recorder playing technique</li> <li>-Securely read rhythm notation</li> <li>-Prepare graphic scores (that may include pitch and rhythm motifs)</li> <li>-Create songs and tunes with 8 bars of music using the pentatonic scale (using known songs as a model i.e. paddleboat song)</li> </ul>	<ul style="list-style-type: none"> <li>-Learn how to read rhythm and notation and apply to Ukulele playing technique</li> <li>-Learn how to read a chord chart</li> <li>-Create a chord sequence using chord charts</li> </ul>	<ul style="list-style-type: none"> <li>Create rhythm patterns in a range of given time signatures</li> <li>-develop my ability to read music using all of the methods I have learnt so far</li> <li>-create rhythm patterns for pieces using rhythm blocks of 12 beats</li> </ul>
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## Rotherhithe Primary School Progression of Skills and Knowledge



<b>Key songs</b>	<ul style="list-style-type: none"> <li>-What do you think my name is?</li> <li>-Where are you?</li> <li>- Have you got your speaking voice</li> <li>-This is how they dance</li> <li>-Come to the carnival</li> </ul>	<ul style="list-style-type: none"> <li>-Jack in a box</li> <li>-Tommy thumb (Here I am and I see you )</li> <li>-Twinkle Twinkle</li> <li>- Rain Falling Down</li> <li>-i my me oh mi so so me me</li> <li>-Cobbler</li> <li>-doggy doggy</li> <li>-Listen Listen Here I come</li> <li>-Ring a ring a roses</li> </ul>	<ul style="list-style-type: none"> <li>-Che Kule</li> <li>-calypso up</li> <li>-1 2 buckle my shoe</li> <li>-Mouse Mousie</li> <li>-Apple tree</li> <li>-Bell Horses</li> <li>-Little Sally Saucer</li> <li>-Hot Cross Buns</li> <li>-Glad or sad</li> <li>- Mr Clock Song</li> <li>-These are my eyes</li> </ul>	<ul style="list-style-type: none"> <li>-Play the Drum</li> <li>-Listen Listen</li> <li>-Funge alafia</li> <li>-Ding Dong</li> <li>-Chest Chest</li> <li>-Hi Lo Chikka Lo</li> <li>-Circle to the right</li> <li>-Frere Jaques</li> <li>-Love Somebody</li> <li>-Si Mama Ka</li> <li>-4 white horses</li> <li>- Mary Mac</li> </ul>	<ul style="list-style-type: none"> <li>-Once There Was a crocodile</li> <li>-Once a man</li> <li>-Row your boat</li> <li>-janey maam</li> <li>-Lightly Row</li> <li>-broke a bone</li> <li>-Down in the Jungle</li> <li>-Doh a Dear</li> <li>-Obwisana</li> <li>-Drunken Sailor</li> <li>-John Kanaka</li> </ul>	<ul style="list-style-type: none"> <li>-Tongo</li> <li>-Zum Gali</li> <li>-Land of the Silver Birch</li> <li>-If you dance then you must have Fire Flies</li> <li>-Paddle boat song</li> <li>-Jambo</li> <li>-Emememrie ,</li> <li>-River of Babylon (Minor)</li> <li>- I like the flowers</li> </ul>	<p><b>Songs</b></p> <p>John Kernacka Nacka or Chain of Fools (chorus) Stay with me Li'l Liza Jane Next to me (with notation) Freedom train Lean on me (playing the ukulele as well as singing) Jambo Bwana (playing the ukulele as well as singing) These Days with ukes Respect ukes Yellow submarine ukes Hallelujah ukes Bare necessities Billie Jean Happy <b>Strum along</b> Gonna Make You Sweat or Girls Like using Am7 Bend Down Low or Can I Kick It. Coconut or Touch Road. New rules Low Rider I Hear You Knocking and Livin' On The Frontline La bamba Danza Kuduro Pieces Raindrops Shackles Respect Egyptian reggae Hallelujah Cant buy me love Light it up Bare necessities Billie Jean Cant stop the feeling</p>	<ul style="list-style-type: none"> <li>-Amo wole</li> <li>-Siya hamba</li> <li>-Mama Dont low</li> <li>-Wade in the water</li> <li>-Sing (G barlow)</li> <li>-Favourite things</li> <li>-Anytime you need a Calypso</li> <li>-Drop in the Ocean</li> <li>-One Love</li> </ul>
<b>Instruments experienced</b> <small>(new instruments underlined)</small>	<ul style="list-style-type: none"> <li>-Body percussion</li> <li>-Bells</li> <li>-Triangles</li> <li>-Small drums</li> <li>-Chime bars</li> <li>-Tambourines</li> <li>-Shakers</li> <li>-Maracas</li> <li>-Clave</li> </ul>	<ul style="list-style-type: none"> <li><u>-Agogo</u></li> <li><u>-Two-tone wood blocks</u></li> <li>-Body percussion</li> <li>-Bells</li> <li>-Triangles</li> <li>-Small drums</li> <li>-Chime bars</li> <li>-Tambourines</li> <li>-Shakers</li> <li>-Maracas</li> <li>-Clave</li> </ul>	<ul style="list-style-type: none"> <li><u>Chime bars</u></li> <li><u>-Agogo</u></li> <li><u>-Two-tone wood blocks</u></li> <li>-Body percussion</li> <li>-Bells</li> <li>-Triangles</li> <li>-Small drums</li> <li>-Chime bars</li> <li>-Tambourines</li> <li>-Shakers</li> <li>-Maracas</li> <li>-Clave</li> </ul>	<ul style="list-style-type: none"> <li><u>-Djembe</u></li> <li><u>-Agogo</u></li> <li><u>-Two-tone wood blocks</u></li> <li>-Body percussion</li> <li>-Bells</li> <li>-Triangles</li> <li>-Small drums</li> <li>-Chime bars</li> <li>-Tambourines</li> <li>-Shakers</li> <li>-Maracas</li> <li>-Clave</li> </ul>	<ul style="list-style-type: none"> <li><u>-Xylophone</u></li> <li><u>-Glockenspiel</u></li> <li><u>-Brazilian percussion instruments –</u></li> <li><u>- Surdo</u></li> <li><u>-Hepinique</u></li> <li><u>-Clave</u></li> <li><u>-Gamze</u></li> <li><u>-metal agogo</u></li> <li><u>-tambourim</u></li> <li><u>-caxixi</u></li> <li><u>-shekere</u></li> <li><u>-cabasa</u></li> </ul> <p>- All other instruments taught in KS1</p>	<ul style="list-style-type: none"> <li><u>-Recorder</u></li> <li>-Xylophone</li> <li>-Glockenspiel</li> <li>-Brazilian percussion instruments –</li> <li>- Surdo</li> <li>-Hepinique</li> <li>-Clave</li> <li>-Gamze</li> <li>-metal agogo</li> <li>-tambourim</li> <li>-caxixi</li> <li>-shekere</li> <li>-cabasa</li> </ul> <p>- All other instruments taught in KS1</p>	<p><b>-Ukulele</b></p>	<ul style="list-style-type: none"> <li><u>-Keyboards</u></li> <li>-Recorder</li> <li>-Xylophone</li> <li>Glockenspiel</li> <li>-Brazilian percussion instruments –</li> <li>- Surdo</li> <li>-Hepinique</li> <li>-Clave</li> <li>-Gamze</li> <li>-metal agogo</li> <li>-tambourim</li> <li>-caxixi</li> <li>-shekere</li> <li>-cabasa</li> </ul> <p>- All other instruments taught in KS1</p>



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