

## Russell Hall Primary School

### Russell Hall Skills Progression - MUSIC



Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.</p>	<p>Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.</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. <b>SINGING</b> 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 or say words in rhythm. Learn to start and stop singing when following a leader</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. 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. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our</p>	<p>To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work</p>	<p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. When you talk try to use musical words. To sing in unison and in simple two-parts.</p>	<p>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 How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to To sing in unison and in simple two-parts.</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions</p>

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		<p><b>PLAYING</b> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. 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). Listen to and follow musical instructions from a leader.</p>	<p>instruments. Know the names of untuned percussion instruments played in class. Composing is like writing a story with music. Everyone can compose. instruments. 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>together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.</p>	<p>To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.</p>	<p>To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. To treat instruments carefully and with respect. 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>featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity</p>
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