



RPS Progression of Knowledge and Skills

Progression of Knowledge in the Music Curriculum

These key concepts and vocabulary overarch our Music curriculum. They are what we want our children to know by the end of Year 6. These concepts will be revisited every year in Music topics and in other areas of the curriculum where appropriate.

- Learn to sing using their voices
- To create and compose music on their own and with others
- Have the opportunity to learn a musical instrument
- Use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Pupils should be taught to sing and play musically with increased confidence and control
- They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds with aural memory
- Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression

Progression of skills in the Music Curriculum

These are recorded as learning objectives in each lesson with knowledge being built upon demonstrated in success criteria and investigated through a key question. Learning in Music lessons is based around many skills:

Pulse/Rhythm/Pitch/Dynamics/Tempo/Timbre/Structure/Texture/Notation

- Listen and appraise
- Musical activities – Games/Singing/Playing instruments/Improvisation/Composition
- Perform and share



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Progression of Knowledge and skills in the Music Curriculum

Year Group	Autumn	Spring	Summer
Nursery	<p>Creating sound effects with our voices and instruments – Bear Hunt / animals in Handa’s Surprise</p> <p>Senses – sounds, guess the instrument Sound – instruments from around the world Singing number/nursery rhymes To perform in front of an audience (nativity) To develop listening skills – including focus on sound and hearing as part of senses topic.</p>	<p>Instruments with found materials. Singing nursery/number rhymes</p> <p>Exploring instruments and playing them with increasing control Developing listening skills</p>	<p>Singing number/nursery rhymes Introducing loud/quiet/fast and slow sounds</p> <p>Use music to create different moods Explore music of West Africa/Around the world</p>

Listen and Appraise

- Listen with increased attention to sounds.
- Area :Expressive Arts

Games/Musical Activities

- Listen with increased attention to sounds.
 - Respond to what they have heard, expressing their thoughts and feelings.
 - Remember and sing entire songs.
 - Sing the pitch of a tone sung by another person (‘pitch match’).
 - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
 - Create their own songs, or improvise a song around one they know.
 - Play instruments with increasing control to express their feelings and ideas.
- Area: Expressive Arts

Singing

- Sing a large repertoire of songs
- Remember and sing entire songs.



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- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Area: Communication and Language

Expressive Arts

Playing Instruments

- Play instruments with increasing control to express their feelings and ideas.

Area: Expressive Arts

Improvisation

- Create their own songs, or improvise a song around one they know.

Area: Expressive Arts

**Key
Vocabulary**

Loud, Quiet , Rhythm – a structured pattern of beats , Sound , Song, Instrument , Music , Movement , Dance, Patterns

**Enrichment
Opportunities**

– e.g. trips, visitors, subject days to invite parents in



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Reception	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind &Replay	
	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat	
	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.	
	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.						
	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to findthe pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.	
	Copy-clap the rhythm	Copy-clap the	Copy-clap	Copy-clap some	Copy-clap 3 or 4	Revise existing.	

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	of names.	rhythm of small phrases from the songs.	some rhythms of phrases from the songs.	rhythms of phrases from the songs.	word phrases from the song.		
	Explore high sounds and low sounds using voices and glockenspiels.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch using the images from the songs.		Revise existing.	
					Keep the beat of the song with a pitched note.	Revise existing.	
					Add pitched notes to the rhythm of the words or phrases in the song.	Revise existing.	
					Enjoy playing patterns using a combination of any of the three notes C, D and E.	Revise existing.	
		Invent a pattern to go with a song using one note.	Use the starting note to explore melodic patterns using one or	Use the starting note to explore melodic patterns using one or two		Revise existing.	



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			two notes.	notes.		
	<p style="text-align: center;">Listen and Respond Knowledge Skills</p> <ul style="list-style-type: none"> • To know twenty nursery rhymes off by heart. • To know the stories of some of the nursery rhymes. • To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars. <p style="text-align: center;">Explore and Create (Musical Activities) Knowledge Skills</p> <ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: <p style="text-align: center;">• Activity A Games Track</p> <p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p style="text-align: center;">• Activity B Copycat Rhythm</p> <p>Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p style="text-align: center;">• Activity C High and Low</p> <p>Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p style="text-align: center;">• Activity D Create Your Own Sounds</p> <p>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p style="text-align: center;">• Extension Activity</p> <p>Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p> <p style="text-align: center;">Singing Knowledge Skills</p> <ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections. • To sing along with a pre-recorded song and add actions. 					



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- To sing along with the backing track.

Share and Perform Knowledge Skills

- A performance is sharing music.
 - 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.

Key Vocabulary	Loud, Quiet , Rhythm – a structured pattern of beats , Sound , Song, Instrument , Music , Movement , Dance, Patterns
Enrichment Opportunities	– e.g. trips, visitors, subject days to invite parents in



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Year 1	1	2	3	4	5	6	
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay	
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical	
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.	
Instrumental Parts							
Key	C		C	D minor	C	Revise existing	
One Note	C		C	D	C		
Easy Part	C		C + D	D, F, C + D	C + G		
Medium Part	C + G		C + D	D, E, F, G + A	C, E + G		
Melody	C + G		C, G + A	D, F, G, A + C	E, G + A		
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.						
Game 1	Find The Pulse Choose an animal and find the pulse						
Game 2	Rhythm Copy Back Listen to the rhythm and clap back						
Game 3	Rhythm Copy Back, Your Turn						
Game 4	Pitch Copy Back and Vocal Warm-up 1						



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Game 4a	Pitch Copy Back and Vocal Warm-up 2					
	1	2	3	4	5	6
Improvisation						
Challenge 1	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).		Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	
Challenge 3	Improvise! Take it in turns to improvise using or C and D C		Improvise! Take it in turns to improvise using C and D C or	Improvise! Take it in turns to improvise using D and E D or	Improvise! Take it in turns to improvise using D and E D or	
Composing						
With one note	C		C		C	Revise existing



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<ul style="list-style-type: none"> Learn the names of the instruments they are playing. 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 style="text-align: center;">Improvisation</p> <p style="text-align: center;">Knowledge Skills</p> <ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise! <p style="text-align: center;">Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. <p style="text-align: center;">Composition</p> <p style="text-align: center;">Knowledge Skills</p> <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. <p style="text-align: center;">Performance</p> <p style="text-align: center;">Knowledge Skills</p> <p>A performance is sharing music with other people, called an audience.</p> <ul style="list-style-type: none"> 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. 	
Key Vocabulary	Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
Key Assessment Criteria	EX - Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. GD - Others will create their own rhythms.
Enrichment Opportunities	Live Music Event – September Virtual Big Sing Rocksteady Band



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Year 2	1	2	3	4	5	6
Title	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind & Replay
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	G	D	C	C	Revise existing
One Note	G	G	F	C	C	
Easy Part	G, A + C	G, A + B	D + C	C + D	E + G	
Medium Part	G, A, B + C	G, A + B	G, F + C	C + D	E, G, A + B	
Melody	E, F, G, A, B + C	N/A	C, D + F	C + D	C, D, E, F, G, A + B	
Warm-up Games		Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.				
Game 1	Find the Pulse Choose an animal and find the pulse					
Game 2	Rhythm Copy Back Listen to the rhythm and clap back					
Game 3	Rhythm Copy Back, Your Turn					
Game 4	Pitch Copy Back and Vocal Warm-up 1					
Game 4a	Pitch Copy Back and Vocal Warm-up 2					

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	1	2	3	4	5	6
Improvising						
Challenge 1	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).		Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	
Challenge 3	Improvise! Take it in turns to improvise using C or C and D.		Improvise! Take it in turns to improvise using or F and G. F	Improvise! Take it in turns to improvise using C or C and D.	Improvise! Take it in turns to improvise using C or C and D.	
Composing						
With one note	C		F	C	C	Revise existing
With three notes	C, D + E		F, G + A	C, D + E	C, D + E	



With five notes	C, D, E, F + G		F, G, A, BC \flat (A#) +	C, D, E, F + G	C, D, E, G + A	
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Listen and Appraise

Knowledge Skills

- To know five songs off by heart.
- To know some songs have a chorus or a response/answer part.
- To know that songs have a musical style.
- 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.

Games

Knowledge Skills

- 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 instruments.

There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:

- Game 1 – Have Fun Finding the Pulse!

Find the 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 based on words, with one and two syllables whilst marching the steady beat.

- 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 2

Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.

Singing

Knowledge Skills

- To confidently know and sing five songs from memory.
- To know that unison is everyone singing at the same time.
- Songs include other ways of using the voice e.g. rapping (spoken word).
- To know why we need to warm up our voices.
- 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).
- Learn to find a comfortable singing position.
- Learn to start and stop singing when following a leader.

Playing

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<p style="text-align: center;">Knowledge Skills</p> <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class. • Treat instruments carefully and with respect. • 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). <ul style="list-style-type: none"> • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. <p style="text-align: center;">Improvisation</p> <p style="text-align: center;">Knowledge Skills</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes. Use the improvisation tracks provided. Improvise using the three challenges: <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 style="text-align: center;">Composition</p> <p style="text-align: center;">Knowledge Skills</p> <ul style="list-style-type: none"> • Composing is like writing a story with music. <ul style="list-style-type: none"> • Everyone can compose. • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. <p style="text-align: center;">Performance</p> <p style="text-align: center;">Knowledge Skills</p> <ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. <ul style="list-style-type: none"> • 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. 	
Key Vocabulary	Words you need to know: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.
Key Assessment Criteria	EX - Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. GD - Others will create their own rhythms
Enrichment Opportunities	Live Music Event, Virtual Big Sing, Rocksteady Band



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Year 3	1	2	3	4	5	6
Title	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	C	Multiple pieces	G	G	C	Revise existing
One Note	C	E	G	G	C	
Easy Part	C, F + G	D + E and D + C	G + A	G	C	
Medium Part	E, F ,G, A ,B + C	D, E, F and C, D + E	C + A	G, A + B	G, A + C	
Melody	N/A	N/A	C, D, E, G, A + Bb	B, C, D, E, F + G	G, A + C	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					



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Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing	
Silver	C + sometimes D	n/a	C + sometimes D	G + sometimes A	C + sometimes A		
Gold	C + D	n/a	C + D	G + A	C + A		
	1	2	3	4	5	6	
Improvisation							
Bronze Challenge 1	Sing and Copy Back Listen and sing back	Improvise using the note D	Sing and Copy Back Listen and sing back	Improvise Challenge 1 Listen and copy back using the notes G, A + B	Sing and Copy Back Listen and sing back	Revise existing	
Bronze Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one note: C		Play and Improvise Using your instruments, listen and play your own answer using one note: C	n/a	Play and Improvise Using your instruments, listen and play your own answer using one note: C		
Bronze Challenge 3	Improvise! Take it in turns to improvise using one note: C		Improvise! Take it in turns to improvise using one note: C	n/a	Improvise! Take it in turns to improvise using one note: C		



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Silver Challenge 1	Sing, Play and Copy Back Listen and copy back using instruments and one note: C		Sing, Play and Copy Back Listen and copy back using instruments and one note: C	Improvise Challenge 2 Using your instruments, listen and play your own answer using any of these notes: G, A or B	Sing, Play and Copy Back Listen and copy back using instruments, one note: C		
Silver Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D		Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	n/a	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes A		
Silver Challenge 3	Improvise! Take it in turns to improvise using one or two notes: C and sometimes D		Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	n/a	Improvise! Take it in turns to improvise using one or two notes: C and sometimes A		
	1	2	3	4	5	6	
Improvisation, continued							
Gold Challenge 1	Sing, Play and Copy Back Listen and copy back using two notes: C and D	Improvise using the notes D E F	Sing, Play and Copy Back Listen and copy back using two notes: C and D	Improvise Challenge 3 Take it in turns to improvise using all or any of these notes: G, A and B	Sing, Play and Copy Back Listen and copy back using two notes: C and A	Revise existing	

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- To know five songs from memory and who sang them or wrote them.
- To know the style of the five songs.
- To choose one song and be able to talk about:
 - Its lyrics: what the song is about
 - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
 - Identify the main sections of the song (introduction, verse, chorus etc.)
 - Name some of the instruments they heard in the song

- 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.

Musical Activities: Games

Knowledge	Skills
<ul style="list-style-type: none"> ● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work 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>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 notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups

Musical Activities: Singing



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Knowledge	Skills
<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 • To know why you must warm up your voice 	<ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • 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 have an awareness of the pulse internally when singing.
Musical Activities: Playing Instruments	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, a recorder) 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • 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) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader.
Musical Activities: Improvisation	
Knowledge	Skills



RPS Progression of Knowledge and Skills

<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake 	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> • Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. • Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. • Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.
Musical Activities: Composition	
Knowledge	Skills



RPS Progression of Knowledge and Skills

To know and be able to talk about: <ul style="list-style-type: none">● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.● Different ways of recording compositions (letter names, symbols, audio etc.)		<ul style="list-style-type: none">● Help create at least one simple melody using one, three or 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).	
Performance			
Knowledge		Skills	
To know and be able to talk about: <ul style="list-style-type: none">● Performing is sharing music with other people, an audience● A performance doesn't have to be a drama! It can be to one person or to each other● You need to know and have planned everything that will be performed● You must sing or rap the words clearly and play with confidence● A performance can be a special occasion and involve an audience including of people you don't know● It is planned and different for each occasion● It involves communicating feelings, thoughts and ideas about the song/music		<ul style="list-style-type: none">● To choose what to perform 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.● To record the performance and say how they were feeling, what they were pleased with what they would change and why.	
Key Vocabulary	Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.		
Key Assessment Criteria		EX - Most children should know the difference between pulse and rhythm. GD - Others will know how pulse, rhythm and pitch work together to create a song.	
Enrichment Opportunities	Music Teachers/tuition Virtual Big Sing Rocksteady		



Year 4	1	2	3	4	5	6
Title	Mamma Mia	Glockenspiel 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind & Replay
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	multiple pieces		C	C	Revise existing
One Note	G	C		C	C	
Easy Part	G	C + D		C + F	C + B	
Medium Part	G + A	C ,D + E		E, F + G	G, A, B + C	
Melody	G, A, B + C	C, D, E, F + G		G, A, B, C, D + E	C, D, E, F + G	
Warm-up Games	Progressive challenges within each unit that include four games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing



RPS Progression of Knowledge and Skills

Silver	G + sometimes A	n/a	C + sometimes D	F + sometimes G	C + sometimes D	
Gold	G + A	n/a	C + D	F + G	C + D	
	1	2	3	4	5	6
Improvisation						
Bronze Challenge 1	Sing and Copy Back Listen and sing back	n/a	Sing and Copy Back Listen and sing back	Sing and Copy Back Listen and sing back	Sing and Copy Back Listen and sing back	Revise existing
Bronze Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one note: G		Play and Improvise Using your instruments, listen and play your own answer using one note: C	Play and Improvise Using your i nstruments, listen and play your own answer using one note: F	Play and Improvise Using your i nstruments, listen and play your own answer using one note: C	
Bronze Challenge 3	Improvise! Take it in turns to improvise using one note: G		Improvise! Take it in turns to improvise using one note: C	Improvise! Take it in turns to improvise using one note: F	Improvise! Take it in turns to i mprovise using one note: C	
Silver Challenge 1	Sing, Play and Copy Back Listen and copy back using instruments, one note: G		Sing, P lay and Copy Back Listen and copy back using instruments, one n ote: C	Sing, P lay and Copy Back Listen and copy back using instruments, one note: F	Sing, P lay and Copy Back Listen and copy back using instruments, one note: C	
Silver Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: G and sometimes A		Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	Play and Improvise Using your i nstruments, listen and play your own answer using one or two notes: F and sometimes G	Play and Improvise Using your i nstruments, listen and play your own answer using one or two notes: C and sometimes D	



RPS Progression of Knowledge and Skills

Silver Challenge 3	Improvise! Take it in turns to improvise using one or two notes: G and sometimes A		Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	Improvise! Take it in turns to improvise using one or two notes: F and sometimes G	Improvise! Take it in turns to improvise using one or two notes: C and sometimes D		
Gold Challenge 1	Sing, Play and Copy Back Listen and copy back using two notes: C and D		Sing, Play and Copy Back Listen and copy back using two notes: C and D	Sing, Play and Copy Back Listen and copy back using two notes: F and G	Sing, Play and Copy Back Listen and copy back using two notes: C and D		
Gold Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D		Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	Play and Improvise Using your instruments, listen and play your own answer using two notes: F and G	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D		
Gold Challenge 3	Improvise! Take it in turns to improvise using two notes: C and D		Improvise! Take it in turns to improvise using two notes: C and D	Improvise! Take it in turns to improvise using two notes: F and G	Improvise! Take it in turns to improvise using two notes: C and D		
	1	2	3	4	5	6	
Composition							
Starting notes	G	C	n/a	C	C		
Easy option	G, A + B	C, D + E		F, G + A	C, D + E		
Harder option	G, A, B, D + E	C, D, E, F + G		C, D, F, G + A	C, D, E, G + A		
Listen and Appraise							
Knowledge				Skills			

RPS Progression of Knowledge and Skills

<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. 	<ul style="list-style-type: none"> • 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.
Games	
Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • 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 	<p>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 notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups
Singing	
Knowledge	Skills



RPS Progression of Knowledge and Skills

<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 • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice 	<ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • 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.
Playing	
Knowledge	Skills
<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 xylophone). • Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> • 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. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.
Improvisation	
Knowledge	Skills



RPS Progression of Knowledge and Skills

<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using <p>five</p> <ul style="list-style-type: none"> • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> • Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improvise – Using instruments, listen and play your own answer using one note. <ul style="list-style-type: none"> ○ Improvise! – Take it in turns to improvise using one note. • Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. <ul style="list-style-type: none"> ○ Improvise! – Take it in turns to improvise using one or two notes. • Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.
Composition	
Knowledge	Skills



RPS Progression of Knowledge and Skills

<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) 		<ul style="list-style-type: none"> • 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).
Performance		
Knowledge		Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 		<ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • 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.
Key Vocabulary	Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	
Key Assessment Criteria	EX - Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. GD - Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	
Enrichment Opportunities	Music teachers/tuition, Virtual Big Sing, Rocksteady, Ukulele tuition	



Year 5	1	2	3	4	5	6
Title	Livin’ On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	Bossa Nova B, A + G	C		F	Revise existing
One Note	G	Swing D, E, G, A + B	C	A	F	
Easy Part	G, A + B		C F	D + A	G	
Medium Part	D, E, F sharp, G		E, F, G, A, B + C	G + A	F + G	
Melody	D, E, F sharp, G, A, B + C		B, C, D, E, F + G	C, D, E, F, G + A	F, G, A + D	
Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer						



RPS Progression of Knowledge and Skills

Bronze	G	n/a	C	D	F	Revise existing	
Silver	G + A	n/a	C + D	D + E	F + G		
Gold	G, A + B	n/a	C, D + E	D, E + F	F, G + A		
	1	2	3	4	5	6	
Improvisation							
Bronze Challenge 1	Play and Copy Back Copy back using instruments. Use 1 note: G	Bossa Nova B, A + G Swing D, E, G, A + B	Play and Copy back Copy back using instruments. Use 1 note: C	Play and Copy back Copy back using instruments. Use 1 note: D	Play and Copy back Copy back using instruments. Use 1 note: D	Revise existing	
Bronze Challenge 2	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: G		Play and Improvise Question and Answer using instruments. Use 1 note in your answer: C	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: D	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: D		
Bronze Challenge 3	Improvise! Take it in turns to improvise using 1 note: G		Improvise! Take it in turns to improvise using 1 note: C	Improvise! Take it in turns to improvise using 1 note: D	Improvise! Take it in turns to improvise using 1 note: D		
Silver Challenge 1	Play and Copy back Copy back using instruments. Use 2 notes: G and A		Play and Copy back Copy back using instruments. Use 2 notes: C and D	Play and Copy back Copy back using instruments. Use 2 notes: D and E	Play and Copy back Copy back using instruments. Use 2 notes: D and E		
Silver Challenge 2	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: G and A		Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: C and D	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: D and E	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: D and E		

RPS Progression of Knowledge and Skills

Silver Challenge 3	Improvise! Take it in turns to improvise using 2 notes: G and A		Improvise! Take it in turns to improvise using 2 notes: C and D	Improvise! Take it in turns to improvise using 2 notes: D and E	Improvise! Take it in turns to improvise using 2 notes: D and E	
Gold Challenge 1	Play and Copy back Copy back using instruments. Use 3 notes: G, A and B		Play and Copy back Copy back using instruments. Use 3 notes: C, D and E	Play and Copy back Copy back using instruments. Use 3 notes: D, E and F	Play and Copy back Copy back using instruments. Use 3 notes: D, E and F	
Gold Challenge 2	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: G, A and B		Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: C, D and E	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: D, E and F	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: D, E and F	
Gold Challenge 3	Improvise! Take it in turns to improvise using 3 notes: G, A and B		Improvise! Take it in turns to improvise using 3 notes: C, D and E	Improvise! Take it in turns to improvise using 3 notes: D, E and F	Improvise! Take it in turns to improvise using 3 notes: D, E and F	
Composing						
Starting notes	G	n/a	C	D	C	Revise existing
Easy option	G, A + B	n/a	C, D + E	D, E + F	C, D + E	
Harder option	G, A, B, D + E	n/a	C, D, E, F + G	D, E, F, G + A	C, D, E, F + G	
<p style="text-align: center;">Listen and Appraise</p> <p style="text-align: center;">Knowledge Skills</p> <ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. <ul style="list-style-type: none"> ● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about 						



RPS Progression of Knowledge and Skills

- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
 - Identify the main sections of the songs (intro, verse, chorus etc.)
 - Name some of the instruments they heard in the songs
 - The historical context of the songs. What else was going on at this time?
 - To identify and move to the pulse with ease.
 - To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
 - Listen carefully and respectfully to other people's thoughts about the music.
 - When you talk try to use musical words.
 - To talk about the musical dimensions working together in the Unit songs.
 - Talk about the music and how it makes you feel.

Games

Knowledge Skills

Know and be able to talk about:

- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
 - How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to

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 three notes:

- Bronze Challenge
 - Find the pulse
- Copy back rhythms based on the words of the main song, that include syncopation/off beat
 - Copy back one-note riffs using simple and syncopated rhythm patterns
- Silver Challenge
 - Find the pulse
- Lead the class by inventing rhythms for others to copy back
 - Copy back two-note riffs by ear and with notation
 - Question and answer using two different notes
- Gold Challenge
 - Find the pulse



RPS Progression of Knowledge and Skills

- Lead the class by inventing rhythms for them to copy back
- Copy back three-note riffs by ear and with notation
- Question and answer using three different notes

Singing

Knowledge Skills

- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
 - To choose a song and be able to talk about:
 - Its main features
 - Singing in unison, the solo, lead vocal, backing vocals or rapping
 - To know what the song is about and the meaning of the lyrics
- To know and explain the importance of warming up your voice
 - To enjoy exploring singing solo. To listen to the group when singing.
 - To demonstrate a good singing posture.
 - To follow a leader when singing.
 - To experience rapping and solo singing.
 - To listen to each other and be aware of how you fit into the group.
 - To sing with awareness of being 'in tune'.
- To sing in unison and to sing backing vocals.

Playing

Knowledge Skills

- To know and be able to talk about:
 - Different ways of writing music down – e.g. staff notation, symbols
 - The notes C, D, E, F, G, A, B + C on the treble stave
 - The instruments they might play or be played in a band or orchestra or by their friends
- Play a musical instrument with the correct technique within the context of the Unit song.
- 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.
 - To rehearse and perform their part within the context of the Unit song.
 - To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.

Improvisation

Knowledge Skills

To know and be able to talk about improvisation:

RPS Progression of Knowledge and Skills

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
 - To know that using one or two notes confidently is better than using five
 - To know that if you improvise using the notes you are given, you cannot make a mistake
 - To know that you can use some of the riffs you have heard in the Challenges in your improvisations
- To know three well-known improvising musicians Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

1. Play and Copy Back

- Bronze – Copy back using instruments. Use one note.
- Silver – Copy back using instruments. Use the two notes.
- Gold – Copy back using instruments. Use the three notes.

2. Play and Improvise You will be using up to three notes:

- Bronze – Question and Answer using instruments. Use one note in your answer.
- Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.
- Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.

3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:

- Bronze – Improvise using one note. ○ Silver – Improvise using two notes.
- Gold – Improvise using three notes.

Classroom Jazz 2 – 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)

Composition

Knowledge Skills

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
 - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
 - Notation: recognise the connection between sound and symbol
 - Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
 - Explain the keynote or home note and the structure of the melody.
 - Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
 - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).



RPS Progression of Knowledge and Skills

<p style="text-align: center;">Performance</p> <p style="text-align: center;">Knowledge Skills</p> <p style="text-align: center;">To know and be able to talk about:</p> <ul style="list-style-type: none"> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other <ul style="list-style-type: none"> • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know <ul style="list-style-type: none"> • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" 	
Key Vocabulary	Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.
Key Assessment Criteria	EX - Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. GD - Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.
Enrichment Opportunities	Music teachers/tuition Virtual Big Sing Rocksteady



RPS Progression of Knowledge and Skills

Year 6	1	2	3	4	5	6
Title	Happy	Classroom Jazz 2	A New Year Carol	You’ve Got A Friend	Music and Me	Reflect, Rewind & Replay
Style of main song	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Create your own music inspired by your identity and women in the music industry	Classical
Unit theme	Being happy!	Jazz, improvisation and composition	Benjamin Britten’s music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	D (mixolydian on A)	C and Blues in C	Eb major	C major	n/a	Revise existing
One Note	A	n/a	n/a	C		
Easy Part	A + G	n/a	n/a	G, A + B		
Medium Part	A, G + B	n/a	n/a	C, D, E + F		
Melody	G, A, B, C, D + E	n/a	Eb, F, G, Ab, Bb, C + D	D, E, F, G, A, B + C		
Warm-up Games Rhythm and Pitch Copy back and Question and Answer			Warm-up games pulse, rhythm and pitch	Warm-up Games Rhythm and Pitch Copy back and Question and Answer	n/a	Revise existing
Bronze	A	n/a	Learn to clap some of the the rhythms used in the song	A	n/a	Revise existing
Silver	A + G	n/a		A + G		



RPS Progression of Knowledge and Skills

Gold	A, G + B	n/a	Learn some musical phrases that you will sing in the song	A, G + E			
Unit	1	2	3	4	5	6	
Improvisation							
Bronze Challenge 1	Play and Copy back Copy back using instruments. Use 1 note: A	Bacharach Anorak C, D, E, F, G, A, B + C Meet the Blues C, Bb, G, F + C	n/a	Play and Copy back Copy back using instruments. Use 1 note: A	n/a	Revise existing	
Bronze Challenge 2	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: A			Play and Improvise Question and Answer using instruments. Use 1 note in your answer: A	n/a		
Bronze Challenge 3	Improvise! Take it in turns to improvise using 1 note: A			Improvise! Take it in turns to improvise using 1 note: A	n/a		
Silver Challenge 1	Play and Copy back Copy back using instruments. Use 2 notes: A and G			Play and Copy back Copy back using instruments. Use 2 notes: A and G	n/a		
Silver Challenge 2	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: A and G			Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: A and G	n/a		
Silver Challenge 3	Improvise! Take it in turns to improvise using 2 notes: A and G			Improvise! Take it in turns to improvise using 2 notes: D and E	n/a		



RPS Progression of Knowledge and Skills

Gold Challenge 1	Play and Copy back Copy back using instruments. Use 3 notes: A, G and B			Play and C opy back Copy back using instruments. Use 3 notes: A, G and E	n/a		
Gold Challenge 2	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: A, G and B			Play and I mprovise Question and Answer using instruments. Use 3 notes in your answer: A, G and E	n/a		
Gold Challenge 3	Improvise! Take it in turns to improvise using 3 notes: A, G and B			Improvise! Take it in turns to improvise using 3 notes: A, G and E	n/a		
Unit	1	2	3	4	5	6	
Composing							
Starting notes	A	n/a	n/a	E	n/a	Revise existing	
Easy option	A, G + B	n/a	n/a	E, G + A	n/a		
Harder option	C, E, G, A + B	n/a	n/a	EG, A, C + D	n/a		
Listen and Appraise							
Knowledge			Skills				



RPS Progression of Knowledge and Skills

<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> o The style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions 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.) o Name some of the instruments used in the songs o The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about that fact that we each have a musical identity 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music.
Games	
Knowledge	Skills



RPS Progression of Knowledge and Skills

<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>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 three notes:</p> <ul style="list-style-type: none"> • Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns • Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes • Gold Challenge <ul style="list-style-type: none"> • Find the pulse • Lead the class by inventing rhythms for them to copy back • Copy back three-note riffs by ear and with notation • Question and answer using three different notes
Singing	
Knowledge	Skills
<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics 	<ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.



RPS Progression of Knowledge and Skills

o To know and explain the importance of warming up your voice	
Playing	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • 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. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.
Improvisation	
Knowledge	Skills



RPS Progression of Knowledge and Skills

<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations • To know three well-known improvising musicians 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>Classroom Jazz 2 – 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)</p>
Composition	
Knowledge	Skills

RPS Progression of Knowledge and Skills

<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol 		<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance		
Knowledge		Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music 		<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
Key Vocabulary	Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, Unison, harmony.	
Key Assessment Criteria		<p>EX - Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>GD - Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
Enrichment Opportunities		Music teachers/tuition, Virtual Big Sing, Rocksteady



RPS Progression of Knowledge and Skills