

# Music Skills & Progression Framework

	AUTUMN	SPRING	SUMMER
KS1 Cycle A	<p><b>Focus 1: Instrument Skills</b> <b>Focus 2: Right sound, right time</b></p> <ul style="list-style-type: none"> <li>• Makes an independent choice</li> <li>• Matches cards to instruments</li> <li>• Recognises their cue to play</li> <li>• Shows awareness of mood and Style</li> <li>• Plays with a partner</li> <li>• Anticipates "Whoosh"</li> <li>• Vocalises "Whoosh"</li> <li>• Uses gesture on "Whoosh"</li> <li>• Creates an appropriate sound on the cymbal</li> <li>• Plays an appropriate sound in the correct place</li> <li>• Controls ocean drum effectively.</li> <li>• Plays specified instrument at the correct time</li> <li>• Plays specified instrument with control</li> </ul>	<p><b>Focus 1: Playing in a group</b> <b>Focus 2: Directing</b></p> <ul style="list-style-type: none"> <li>• Joins in actions</li> <li>• Anticipates "Splash"</li> <li>• Vocalises on "Splash"</li> <li>• Creates an appropriate sound on the cymbal</li> <li>• Plays an appropriate sound in the correct place</li> <li>• Shows an awareness of pulse</li> <li>• Plays with appropriate style</li> <li>• Plays with appropriate volume</li> <li>• Accepts and executes role of: Cymbal player, Glockenspiel player, Group player, Solo vocalist</li> <li>• Follows direction to play in chorus</li> <li>• Follows direction to play solo</li> <li>• Directs the group using flash cards</li> <li>• Directs the group using gesture.</li> </ul>	<p><b>Focus 1: Shake, tap, ring</b> <b>Focus 2: Shhh!</b></p> <p>Recognises and reacts to flash cards</p> <ul style="list-style-type: none"> <li>• With physical and verbal prompts</li> <li>• With subtle prompt</li> <li>• Without prompt</li> </ul> <p>Selects a card and finds the associated instrument with</p> <ul style="list-style-type: none"> <li>• Physical and verbal</li> <li>• Subtle prompt</li> <li>• No prompt</li> </ul> <ul style="list-style-type: none"> <li>• Anticipates getting quieter</li> <li>• Shows awareness of getting quieter</li> <li>• Shows gross motor control</li> <li>• Show fine motor control</li> <li>• Gives clear example of getting quieter</li> <li>• Follows clear example of getting quieter</li> </ul>
KS1 Cycle B	<p><b>Focus 1: Playing quietly</b> <b>Focus 2: Using flash cards</b></p> <ul style="list-style-type: none"> <li>• Listens carefully to the verse</li> <li>• Plays with appropriate volume level</li> <li>• Accepts solo role</li> <li>• Demonstrates dexterity and awareness in the solo</li> <li>• Accepts group role: waiting, turn-taking</li> <li>• Makes independent choices</li> <li>• Accepts ensemble role; waiting, turn-taking: Demonstrates dexterity and awareness in the duo</li> <li>• Makes independent choices</li> <li>• Matches a card to an instrument</li> <li>• Responds when they see their card</li> <li>• Starts on sight of card</li> <li>• Stops when card is out of sight</li> <li>• Clear leadership using flash cards</li> </ul>	<p><b>Focus 1: Composition</b> <b>Focus 2: Patterns</b></p> <ul style="list-style-type: none"> <li>• Recognises instrument flash cards</li> <li>• Responds when they see their card</li> <li>• Directs the group using cards</li> <li>• Starts on sight of card</li> <li>• Stops when cards is out of sight</li> <li>• Tracks 3 cards in a horizontal line left to right</li> <li>• Tracks 5 cards in a horizontal line left to right</li> <li>• Follows direction</li> <li>• Anticipates direction</li> <li>• Creates a pattern using flash cards with support</li> <li>• Creates a pattern using flash cards independently</li> </ul>	<p><b>Focus 1: Pulse</b> <b>Focus 2: Pitch</b></p> <ul style="list-style-type: none"> <li>• Shows fine motor control</li> <li>• Shows stylistic awareness</li> <li>• Shows a sense of structure</li> <li>• Shows a sense of ensemble</li> <li>• Can maintain regular slow pulse</li> <li>• Maintains a fast regular pulse in balance with track</li> <li>• Shows partial awareness of step-wise motion</li> <li>• Shows clear understanding of step-wise motion</li> <li>• Improvises fluently using step-wise motion</li> <li>• Shows refined coordination</li> <li>• Follows directions by gesture accurately</li> </ul>
KS2 Cycle A	<p><b>Focus 1: Me!</b> <b>Focus 2: My Stories</b></p>	<p><b>Focus 1: Everyone</b> <b>Focus 2: Our World</b></p>	<p><b>Focus 1: Big Bear funk</b> <b>Focus 2: Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"> <li>• Listening and appraising Funk music</li> </ul>

	<ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>• Playing instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Riff-based composition</li> <li>• Share and perform the learning that has taken place</li> </ul> <ul style="list-style-type: none"> <li>• Listen and Appraise</li> <li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Sing and revisit nursery rhymes and action songs</li> <li>• Play instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Riff-based composition</li> <li>• Share and perform the learning that has taken place</li> </ul>
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<p><b>KS2</b> <b>Cycle B</b></p>	<p><b>Focus 1: Hey You!</b> <b>Focus 2: Rhythm in the way we walk and banana rap</b></p> <p>Main styles: Old School Hip-Hop and Reggae</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>- How pulse, rhythm and pitch work together</li> <li>- rapping,</li> <li>- dancing</li> <li>- singing</li> </ul>	<p><b>Focus 1: In the groove</b> <b>Focus 2: Round and round</b></p> <p><b>Main styles:</b> Blues, Baroque, Latin, Bhangra, Folk, Funk Bossa Nova</p> <p>Themes :</p> <ul style="list-style-type: none"> <li>- How to be in the groove with different styles of music</li> <li>- Pulse, rhythm and pitch in different styles of music.</li> </ul>	<p><b>Focus 1: Your imagination</b> <b>Focus 2: Reflect, Rewind and Replay</b></p> <p><b>Main styles: Pop, Classical</b></p> <p>Themes :</p> <ul style="list-style-type: none"> <li>- Using your imagination.</li> <li>- The history of music, look back and consolidate your learning, learn some of the language of music.</li> </ul>
	<p style="text-align: center;"><b><u>Knowledge taught across the year</u></b></p> <ul style="list-style-type: none"> <li>- To know five songs off by heart.</li> <li>- To know some songs have a chorus or a response/answer part.</li> <li>- To know that songs have a musical style.</li> <li>- To know that music has a steady pulse, like a heartbeat.</li> <li>- To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>- Rhythms are different from the steady pulse.</li> <li>- We add high and low sounds, pitch, when we sing and play our instruments.</li> <li>- To confidently know and sing five songs from memory.</li> <li>- To know that unison is everyone singing at the same time</li> <li>- Songs include other ways of using the voice e.g. rapping (spoken word)</li> <li>- To know why we need to warm up our voices.</li> <li>- Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>- Know the names of untuned percussion instruments played in class.</li> <li>- Improvisation is making up your own tunes on the spot.</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- Everyone can improvise, and you can use one or two notes.</li> <li>- Composing is like writing a story with music.</li> <li>- Everyone can compose</li> <li>- A performance is sharing music with an audience.</li> <li>- A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>- An audience can include your parents and friends.</li> </ul>		

<p><b>KS2 Cycle C</b></p>	<p><b>Focus 1: Hands, feet, heart</b> <b>Focus 2: Ho Ho Ho</b></p> <p><b>Main Styles: Afropop, South African A song with rapping and improvising for Christmas</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- <b>South African music</b></li> <li>- <b>Festivals and Christmas</b></li> </ul>	<p><b>Focus 1: I wanna play in a band</b> <b>Focus 2: Zootime</b></p> <p><b>Main Styles: Rock and Reggae</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- Playing together in a band</li> <li>- Reggae</li> <li>- animals</li> </ul>	<p><b>Focus 1: Friendship song</b> <b>Focus 2: Reflect, Rewind and Replay</b></p> <p><b>Main Styles: Pop and Classical</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- A song about being friends</li> <li>- The history of music, look back and consolidate your learning, learn some of the language of music</li> </ul>
	<p style="text-align: center;"><b><u>Knowledge taught across the year</u></b></p> <ul style="list-style-type: none"> <li>- To know five songs off by heart.</li> <li>- To know some songs have a chorus or a response/answer part.</li> <li>- To know that songs have a musical style.</li> <li>- To know that music has a steady pulse, like a heartbeat.</li> <li>- To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>- Rhythms are different from the steady pulse.</li> <li>- We add high and low sounds, pitch, when we sing and play our instruments.</li> <li>- To confidently know and sing five songs from memory.</li> <li>- To know that unison is everyone singing at the same time</li> <li>- Songs include other ways of using the voice e.g. rapping (spoken word)</li> <li>- To know why we need to warm up our voices.</li> <li>- Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>- Know the names of untuned percussion instruments played in class.</li> <li>- Improvisation is making up your own tunes on the spot.</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- Everyone can improvise, and you can use one or two notes.</li> <li>- Composing is like writing a story with music.</li> <li>- Everyone can compose</li> <li>- A performance is sharing music with an audience.</li> <li>- A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>- An audience can include your parents and friends.</li> </ul>		

<p><b>KS2 Cycle D</b></p>	<p><b>Focus 1: Let your spirit fly</b> <b>Focus 2: Glockenspiel stage 1</b></p> <p><b>Main Styles: RnB</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- <b>RnB and other styles</b></li> <li>- <b>Exploring &amp; developing playing skills</b></li> </ul>	<p><b>Focus 1: Three little birds</b> <b>Focus 2: The Dragon song</b></p> <p><b>Main Styles: Reggae and A Pop song that tells a story</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- <b>Reggae</b></li> <li>- <b>Animals</b></li> <li>- <b>Music from around the world, celebrating our differences and being kind to one another</b></li> </ul>	<p><b>Focus 1: Bring us together</b> <b>Focus 2: Reflect, Rewind and Replay</b></p> <p><b>Main Styles: Disco and Classical</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- <b>Disco</b></li> <li>- <b>Friendship</b></li> <li>- <b>hope and unity</b></li> <li>- <b>The history of music, look back and consolidate your learning, learn some of the language of music</b></li> </ul>
	<p style="text-align: center;"><b><u>Knowledge taught across the year</u></b></p> <ul style="list-style-type: none"> <li>- To know five songs from memory and who sang them or wrote them.</li> <li>- To know the style of the five songs.</li> <li>- 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</li> <li>- Know how to find and demonstrate the pulse.</li> <li>- Know the difference between pulse and rhythm.</li> <li>- Know how pulse, rhythm and pitch work together to create a song.</li> <li>- Know that every piece of music has a pulse/steady beat.</li> <li>- Know the difference between a musical question and an answer.</li> <li>- To know and be able to talk about: 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,</li> <li>- To know why you must warm up your voice</li> <li>- To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</li> <li>- To know and be able to talk about improvisation: 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</li> <li>- 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, Different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>- To know and be able to talk about: 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</li> </ul>		

<b>KS3 Cycle A</b>	<b>Focus 1: Mamma Mia</b> <b>Focus 2: Glockenspiel stage 2</b>  <b>Main Styles: Pop and mixed styles</b>  <b>Themes:</b> <ul style="list-style-type: none"> <li>- <b>ABBA's music</b></li> <li>- <b>Exploring and developing playing skills using the glockenspiel</b></li> </ul>	<b>Focus 1: Stop !</b> <b>Focus 2: Lean on me</b>  <b>Main Styles: Grime and Gospel</b>  <b>Themes:</b> <ul style="list-style-type: none"> <li>- <b>Writing lyrics linked to a theme</b></li> <li>- <b>Soul/Gospel music and helping one another</b></li> </ul>	<b>Focus 1: Blackbird</b> <b>Focus 2: Reflect, Rewind and Replay</b>  <b>Main Styles: The Beatles/Pop and Classical</b>  <b>Themes:</b> <ul style="list-style-type: none"> <li>- <b>The Beatles</b></li> <li>- <b>equality and civil rights</b></li> <li>- <b>The history of music, look back and consolidate your learning, learn some of the language of music</b></li> </ul>
	<u><b>Knowledge taught across the year</b></u> <ul style="list-style-type: none"> <li>- To know five songs from memory and who sang them or wrote them.</li> <li>- To know the style of the five songs.</li> <li>- To choose one song and be able to talk about: 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.</li> <li>- Know and be able to talk about: 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</li> <li>- To know and be able to talk about: 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</li> <li>- To know and be able to talk about: 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</li> <li>- To know and be able to talk about improvisation: 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.</li> </ul>		

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 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.

Different ways of recording compositions (letter names, symbols, audio etc.)

- To know and be able to talk about:

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

<p><b>KS3 Cycle B</b></p>	<p><b>Focus 1: Livin' on a prayer</b> <b>Focus 2: Classroom Jazz 1</b></p> <p><b>Main Styles: Rock Bossa Nova and Swing</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- <b>Rock Anthems</b></li> <li>- <b>Jazz and Improvisation</b></li> </ul>	<p><b>Focus 1: Make you feel my love</b> <b>Focus 2: The fresh prince od Bel-Air</b></p> <p><b>Main Styles: Pop Ballads and Old-School Hip-Hop</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- <b>Pop Ballads</b></li> <li>- <b>Old-School Hip-Hop</b></li> </ul>	<p><b>Focus 1: Dancing in the street</b> <b>Focus 2: Reflect, Rewind and Replay</b></p> <p><b>Main Styles: Motown and Classical</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- <b>Motown</b></li> <li>- <b>The history of music, look back and consolidate your learning, learn some of the language of music</b></li> </ul>
	<p style="text-align: center;"><b><u>Knowledge taught across the year</u></b></p> <ul style="list-style-type: none"> <li>- To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>- To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>- To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about 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?</li> <li>- 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</li> <li>- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>- 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</li> <li>- 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</li> <li>- To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot</li> </ul>		

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

- 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

<b>KS3 Cycle C</b>	<b>Focus 1: Happy</b> <b>Focus 2: Classroom Jazz 2</b>  <b>Main Styles: Pop/Neo Soul Bacharach and Blues</b>  <b>Themes:</b> <ul style="list-style-type: none"> <li>- <b>Being happy!</b></li> <li>- <b>Jazz, improvisation and composition</b></li> </ul>	<b>Focus 1: A New year carol</b> <b>Focus 2: You've got a friend</b>  <b>Main Styles: Classical or Urban Gospel and 70s Ballad/Pop</b>  <b>Themes:</b> <ul style="list-style-type: none"> <li>- <b>Benjamin Britten's music and cover versions</b></li> <li>- <b>The music of Carole King</b></li> </ul>	<b>Focus 1: Music and me</b> <b>Focus 2: Reflect, Rewind and Replay</b>  <b>Main Styles: Create your own music inspired by your identity and women in the music industry and Classical</b>  <b>Themes: The history of music, look back and consolidate your learning, learn some of the language of music</b>
	<p style="text-align: center;"><b><u>Knowledge taught across the year</u></b></p> <ul style="list-style-type: none"> <li>- To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>- To know the style of the songs and to name other songs from the Units in those styles.</li> <li>- To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments used in the songs</li> <li>The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>Know and talk about that fact that we each have a musical identity</li> </ul> </li> <li>- Know and be able to talk about: <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> </li> <li>- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>- To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>- To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> </li> <li>- To know and be able to talk about: <ul style="list-style-type: none"> <li>Different ways of writing music down – e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> </li> <li>- To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one, two or three notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul> </li> </ul>		

