

Music Skills Progression- Rockit Music 2024/25

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Singing | | | | | | |
| <p>Begin to understand warming up their voices and establishing a good singing position (developing basic posture with relaxed shoulders)</p> <p>Sing a range of well-known nursery rhymes and songs (see Appendix A for Reception examples)</p> <p>Sing along on their own or in a small, increasingly matching the pitch and showing an awareness of the melody</p> <p>Remember and sing entire songs (i.e. simple nursery rhymes and counting songs)</p> | <p>Understand how to warm up their voices</p> <p>Establish a good singing position (developing basic posture with relaxed shoulders)</p> <p>Begin to understand working together as part of a group when singing</p> <p>Use voices in different ways, such as singing simple songs, chants and rhymes from memory (see Appendix A for Y1 examples)</p> <p>Sing a wide range of call and response songs to control vocal pitch and match the pitch they hear with accuracy</p> <p>Match the pitch and follow the melody with increasing confidence and accuracy when singing</p> | <p>Suggest ways to warm up their voices, based on their prior experiences</p> <p>Establish a good singing position (posture and breathing)</p> <p>Further develop working together as a group, developing confidence to sing alone in front of others</p> <p>Sing songs and chants, including substituting actions for words</p> <p>Sing songs with a pitch range of do-so with increasing vocal control</p> <p>Sing songs with a small pitch range (e.g. Rain, Rain, Go Away), pitching accurately</p> | <p>-Encourage solo performances from children.</p> <p>-Teacher led call and response</p> <p>-Teacher supported and instrumental scaffold 2 part melody.</p> <p>-Teacher supported and instrumental scaffold 2 part harmony.</p> <p>-For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.</p> | <p>Solo performances expected from the class.</p> <p>Class led call and response.</p> <p>Class led 2 part melody.</p> <p>Class led 2 part harmony.</p> <p>For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.</p> | <p>As previous year group and:</p> <p>Teacher supported and instrumental scaffold 3 part melody.</p> <p>Teacher supported and instrumental scaffold 3 part harmony.</p> <p>- Children begin to learn how to control their voices through placement, support, breathing, posture and vowel manipulation.</p> <p>For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.</p> | <p>As previous year group and:</p> <p>Class led call and response.</p> <p>Class led 3 part melody.</p> <p>Class led 2 part harmony.</p> <p>Children control their voices through placement, support, breathing, posture and vowel manipulation.</p> <p>For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.</p> |

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| <p>Stop and start following their 'conductor' with increasing accuracy</p> <p>Song List - Reception - Copying and remembering lyrics: My School Cola Song Rock Vox Deep Deep</p> | <p>Stop and start following their 'conductor' with increasing accuracy, responding to simple visual directions</p> <p>Song List - Year 1 - Learning songs in unison (clean entry into phrase) following the melody: Three Little Birds Shosholoza Rain Forest Africa Song - Learning song in unison (rhythmical singing) African chants (African Sanctus - chanted in unison) You Are My Sunshine</p> | <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)</p> <p>Demonstrate understanding of dynamics and tempo when singing by responding to the teacher's (conductor's) direction and visual symbols</p> <p>Stop and start following their 'conductor' as appropriate, responding to simple visual directions</p> <p>Song List - Year 2 - Progression in developing diction when singing in unison, following the melody: Gospel Medley (Amen, Down By The Riverside, We Shall Not Be Moved) When the Saints Search For The Hero Blinded By Your Grace</p> | | | <p>stages instrumental scaffold is removed and more complex melodies introduced.</p> | |
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| | | Africa Song - Learning song in unison (rhythmical singing) African chants (African Sanctus - chanted in unison) | | | | |
| Playing tuned and untuned instruments | | | | | | |
| Copy and clap short rhythmic patterns | Clap rhythmic patterns with increasing independence | Clap rhythmic patterns and make up some of their own | Clapping and using body percussion to create rhythmic patterns as a whole class with variety in tempo and speed and recognising this change. Expectation to maintain rhythm over a whole piece with a drum track. | Clapping and using body percussion to create rhythmic patterns as a whole class with variety in tempo and speed and recognising this change. Expectation to maintain the rhythm over a whole piece with instrumental backing. | As previous year groups and: Beginning to use different groups doing different rhythmic patterns to create a polyrhythm with up to 4 groups. | As previous year groups and: As a class confidently use different groups creating different rhythmic patterns to create a polyrhythm with up to 4 groups. |
| Copy and repeat holding notes and stopping on direction | Copy and repeat holding notes and stopping on direction (increasing in complexity) | Copy and repeat holding notes and stopping on direction (increasing in complexity) | Children will have access to apply these skills on: | Children will have access to apply these skills on: | Children will have access to apply these skills on: | Children will have access to apply these skills on: |
| Create sounds with different instruments | Create sounds with different instruments | Create sounds with different instruments | <ul style="list-style-type: none"> • Keyboards • Glocks • Steel drums • Drum kit • Ukuleles • Djembe drums | <ul style="list-style-type: none"> • Keyboards • Glocks • Steel drums • Drum kit • Djembe drums | <ul style="list-style-type: none"> • Keyboards • Glocks • Steel drums • Drum kit • Djembe drums | <ul style="list-style-type: none"> • Keyboards • Glocks • Steel drums • Drum kit • Djembe drums |
| Practise copying sounds (voices and instruments) to improve accuracy and confidence | Talk about the different sounds percussion instruments make | Play instruments with increasing control | Left hand on ukulele | Children will have access to apply these skills on: Children will have access to apply these skills on: | Left hand on ukulele | Left hand on ukulele |
| Play tuned instruments with a low degree of technical difficulty using colours to differentiate between notes. | Practise (copy and repeat) and rehearse with a performance in mind | Copy and repeat, practising holding notes and stopping on direction (the range of notes will be widened to include a basic harmony) | | | | |
| | Play instruments with increasing control | | | | | |
| | Follow the teacher's (conductor's) signs and | | | | | |

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| <p>Follow the teacher's (conductor's) signs and verbal prompts when playing (colours may be used instead of letter names/sounds)</p> <p>Talk about what they hear and the sounds they make</p> <p>Stop and start following their 'conductor' as appropriate</p> <p>Follow basic rules and instructions to ensure the instruments are looked after</p> <p>Instruments:</p> <ul style="list-style-type: none"> • Keyboard • Steel Pans • Ukulele (children play all of the same pieces - use all the strings or | <p>verbal prompts when playing (letter names/sounds)</p> <p>Listen carefully to the sounds instruments make and talk about what they notice</p> <p>Play simple tunes in unison on a range of instruments whilst following direction</p> <p>Stop and start following their 'conductor' as appropriate</p> <p>Follow rules and instructions to look after the instruments (resting position, playing position both standing/sitting)</p> <p>Instruments:</p> <ul style="list-style-type: none"> • Keyboard • Steel Pans • Ukulele (children play all of the same pieces - use all the strings or a plucked string along to backing tracks) • Glockenspiels | <p>Respond to the teacher's (conductor's) signs and verbal prompts when playing (letter names/sounds)</p> <p>Identify an instrument by listening carefully</p> <p>Discuss the sounds produced by different percussion instruments and explain preferences</p> <p>Play simple tunes in unison on a range of instruments at the same time whilst following direction and beginning to use dynamics - loud and soft sections (i.e. steel pans)</p> <p>Stop and start following their 'conductor' as appropriate</p> | <p>On tuned instruments they children will use verbal prompts and Makaton signs and letters on the board with a teacher conductor to lead the piece (pointing and saying) to play the piece.</p> <p>Expectations of use of dynamics to be used where appropriate as taught in previous year group.</p> <p>Simple harmonies of two parts will be added to pieces played on tuned instruments.</p> | <ul style="list-style-type: none"> • Keyboards • Glocks • Steel drums • Drum kit • Ukeleles • Djembe drums <p>Left hand on ukulele</p> <p>On tuned instruments they children will use letters on the board with a teacher conductor to lead the piece (pointing) to play the piece.</p> <p>Expectations of use of dynamics to be used where appropriate as taught in previous year group.</p> <p>Simple harmonies of</p> | <p>On tuned instruments they children will use letters as well as introducing the traditional notation with a teacher conductor to lead the piece (pointing) to play the piece.</p> <p>Expectations of use of dynamics to be used where appropriate as taught in previous year group.</p> <p>Complexity of the arrangements of the pieces played will increase through melodic and harmonic complexity with Obligato line and Ostinato line.</p> | <p>On tuned instruments they children will use traditional notation with a teacher conductor to lead the piece (pointing) to play the piece.</p> <p>Expectations of use of dynamics to be used where appropriate as taught in previous year group.</p> <p>Complexity of the arrangements of the pieces played will increase through melodic and harmonic complexity with Obligato line and Ostinato line with increased confidence and independence in small groups.</p> |
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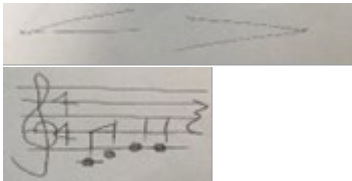
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| <p>a plucked string along to backing tracks)</p> <ul style="list-style-type: none"> • Glockenspiels • Drum kit | <ul style="list-style-type: none"> • Drum kit | <p>Talk about how we take care of instruments (resting position, playing position both standing/sitting)</p> <p>Instruments:</p> <ul style="list-style-type: none"> • Keyboard • Steel Pans • Ukulele (children play all of the same pieces - use all the strings or a plucked string along to backing tracks) • Glockenspiels • Drum kit • Djembe drums | | <p>two parts will be added to pieces played on tuned instruments with greater confidence.</p> | | |
| <p>Listening</p> | | | | | | |
| <p>Listen with increased attention to sounds</p> <p>Listen to music from different celebrations e.g. birthdays, weddings, parties, other celebrations, such as Eid, Holi</p> | <p>Listen attentively to a range of recorded and live music, moving in accordance with the mood of the piece (freedom to interpret individually is encouraged)</p> <p>Talk about how the music makes them feel and express their opinions</p> | <p>As Y1, plus:</p> <p>Listen to a recording of a musical performance and offer thoughtful and considered feedback, relating to what they know about tempo, pitch and rhythm</p> | <p>Begin to discuss the mood of a piece of music and how this is made through instrument choice, and composition (note: this is more than just happy/sad, children are encouraged to make comparisons about mood e.g. how</p> | <p>Discuss, with more confidence, the mood of a piece of music and how this is made through instrument choice, and composition (note: this is more than just</p> | <p>As previous year groups and:</p> <p>Pieces that are listened to will have a technical element that they children will then be applying to their own performance and playing. They will</p> | <p>As previous year groups and:</p> <p>Pieces that are listened to will have a technical element that they children will then be applying to their own performance and playing. They will</p> |

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| <p>Listen, move to and talk about music, expressing their feelings and responses</p> <p>Composers/Artists list - Reception</p> <ul style="list-style-type: none"> • Pachelbel - Canon in D Major • Johann Sebastian Bach - Sheep May Safely Graze • Beethoven - Ninth Symphony • Beatles - Nowhere Man | <p>about different musical pieces</p> <p>Understand what makes a good performance and make thoughtful responses</p> <p>Composers/Artists list - Year 1</p> <ul style="list-style-type: none"> • Mozart - Eine Kleine Nachtmusik • Johann Sebastian Bach - Air on a G String • Sergei Prokofiev - Lieutenant Kije • Queen - I Want to Break Free | <p>Listen to a live performance (African drumming session) and offer thoughtful feedback</p> <p>Composers/Artists list - Year 2</p> <ul style="list-style-type: none"> • J S Bach - Jesu, Joy of Man's Desiring • Dvorak - New World Symphony • Tchaikovsky - Swan Lake • Robbie Williams - Millennium | <p>a music piece sounds darker or brighter). Minor and major.</p> <p>Ask children to identify instruments they hear</p> <p>Children are asked to listen carefully to identify the number of instruments playing, discussing how this effects texture of the pieces</p> <p>Children are beginning to find out about the origin of the music that they are listening to.</p> | <p>happy/sad, children are encouraged to make comparisons about mood e.g. comparing the mood to weather. Minor and major.</p> <p>Ask children to identify instruments they hear</p> <p>Children to listen to the amount of instruments playing and discuss how this effects texture of the pieces.</p> <p>Children are developing their understanding further about the origin of the</p> | <p>begin to identify this in the pieces.</p> <p>When listening children are introduced to the technical aspects of the piece for example:</p> <ul style="list-style-type: none"> • Concerto • Symphony • Eras in music • Instrument choice • Composition choices • Form (binary and ternary, coda, middle eight, bridge etc) <p>Children are beginning to discuss independently the origin of the music that they are listening to including social and cultural</p> | <p>identify this in the pieces independently.</p> <p>When listening children discuss with confidence the technical aspects of the piece for example:</p> <ul style="list-style-type: none"> • Concerto • Symphony • Eras in music • Instrument choice • Composition choices • Form (binary and ternary, coda, middle eight, bridge etc) <p>Children discuss independently the origin of the music that they are listening to including social and cultural impact of the music.</p> |
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| | | | | music that they are listening to. | impact of the music. | |
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| Composing | | | | | | |
| <p>Experiment with sounds and begin to create pattern</p> <p>Explore, choose and organise sounds and musical ideas with sound</p> <p>Explore and create simple musical sounds with voices and instruments</p> <p>Recognise that sounds can be sorted</p> <p>Identify and sort sounds using simple criteria: loud, quiet</p> <p>Use percussion instruments to create patterns, sounds and combinations in small groups and as</p> | <p>Make different sounds with their voices and instruments</p> <p>Identify changes in sound</p> <p>Repeat short rhythmic and melodic patterns with increasing accuracy</p> <p>Create musical sound effects and short sequences of sound in response to stimuli (i.e. a woodland walk, a windy day, a journey)</p> <p>Recognise how graphic notation can represent created sounds introduced, for example:</p>  | <p>As Y1, plus:</p> <p>Compose their own patterns to be copied or improvised, individually and in group composition</p> <p>Practise being an "orchestra" (some remain silent and others play, or children play different parts) and discuss the overall effect</p> | <p>Children are guided in their composition through restriction of note choice (5 notes) and phrase length (8 beats at a time)</p> <p>Children use rhythm manipulation to alter the phrases that they compose.</p> <p>The children will use traditional notation to record their composition these will include: Crochet Minim Semi breves Rests</p> <p>Time signature for their compositions will always be in 4/4</p> | <p>As previous but with embedding and more confidence.</p> | <p>Children are guided in their composition through restriction of note choice (an octave) and phrase length (8 beats at a time)</p> <p>Children will confidently discuss the ways in which notes work together: Cadence points and the chords that effect that has on the composition.</p> <p>Children will work on different sections of a song to deepen</p> | <p>As previous but with embedding and more confidence.</p> |

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| <p>a whole class (directed)</p> <p>Follow hand gestures and actions that represent sounds</p> | <p>Use percussion instruments to create patterns, sounds and combinations in small groups and as a whole class (directed)</p> <p>Use <i>Glockenspiels</i> (and similar tuned percussion instruments) to explore patterns, both rhythmic and melodic</p> | | <p>Each phrase the class comes up with will be but in the class composition to be played as an ensemble and recorded professionally using music technology.</p> <p>These may become a part of their examinations.</p> | | <p>their understanding of</p> <p>The children will use traditional notation to record their composition these will include a full range of note choices.</p> <p>Time signature for their compositions will be in $\frac{3}{4}$ or $4/4$.</p> <p>Each phrase the class comes up with will be but in the class composition to be played as an ensemble and recorded professionally using music technology.</p> <p>These may become a part of</p> | |
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| | | | | | their examinations. | |
| Performing | | | | | | |
| Perform songs, with others, with developing confidence and - when appropriate - try to move in time with music | Sing and chant songs in unison | Sing and chant in unison, developing a awareness of diction when singing | Practise, rehearse and present performances with an awareness of an audience (songs and instruments) with increasing confidence. | As all previous year groups as well as: | Children will begin to change the sound of their instrument (keyboards) the enhance the sound of the performance. | As all previous year groups as well as: |
| Present what they have learnt to other people (songs and instruments) | Present what they have learnt to other people with some awareness of an audience performing to staff and children in class/another class (songs and instruments) | Practise, rehearse and present performances with an awareness of an audience - performing to staff and children in class/another class (songs and instruments) | Remember and explain the importance of starting and ending together (songs and instruments) and they will be expected to do so independently. | Slow removal of scaffold of the interactive backing track. | Children learn about the technical aspects that improve a performance - drummer will roll and crash and choke to develop a more professional performance | Children will be expected to confidently change the sound of their instrument (keyboards) the enhance the sound of the performance. |
| Practise starting and ending together (songs and instruments) | Follow the music teacher's (conductor's) signs when performing as a group (songs and instruments) | Remember and explain the importance of starting and ending together (songs and instruments) | Children will begin to lead and conduct the class in whole class performances. | Perform for the London College of Music examinations. | | Perform for the London College of Music examinations. |
| Begin to understand what makes a good performance | Recognise visual signs for start, stop (songs and instruments) | Recognise what makes a good performance and offer feedback on the group performance, drawing on their growing knowledge of | Recognise what makes a good performance and offer feedback on | | Discuss clearly and confidently what makes a good performance and offer feedback on the group | Children learn about the technical aspects that improve a performance - drummer will roll and crash and |
| Copy, repeat and practise, preparing for a performance | Practise and understand the importance of starting and ending together (songs and instruments) | | | | | |


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| <p>When performing to the interactive backing track, the track plays for the whole performance</p> <p>Perform to parents at least three times per year</p> | <p>Recognise what makes a good performance and begin to comment on their musical performance as an ensemble (songs and instruments)</p> <p>When performing to the interactive backing track, the track plays for the whole performance</p> <p>Perform to parents at least three times per year</p> | <p>pulse/beat, rhythm, pitch and tempo</p> <p>When performing to the interactive backing track, the track plays for the whole performance</p> <p>Perform to parents at least twice per year and also perform for the London College of Music examination at the end of the academic year</p> | <p>the group performance, drawing on their secure knowledge of pulse/beat, rhythm, pitch and tempo.</p> <p>Children are introduced to the 'level of performance' (the ability to play something correctly and consistently) and improve on this.</p> | | <p>performance, drawing on their secure knowledge of pulse/beat, rhythm, pitch and tempo.</p> <p>Children will have the opportunity to accompany a vocalist in their performances.</p> <p>Removal of more elements of the scaffold (interactive backing track).</p> | <p>choke to develop a more professional performance</p> <p>Complete removal of scaffold of the interactive backing track.</p> |
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Musicianship

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| <p>Pulse/Beat</p> <p>Move or clap to a steady beat with increasing confidence</p> <p>Play repeated patterns using body percussion</p> | <p>Pulse/Beat</p> <p>Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>Play repeated rhythm patterns using body</p> | <p>Pulse/Beat</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo)</p> <p>Mark the beat of a listening piece by tapping or clapping and</p> | <p>Pulse/Beat</p> <p>Add and understand accents to a rhythm or pulse. For example: A louder clap to accentuate the first beat of a bar in 4/4 time</p> | <p>Pulse/Beat</p> <p>Use of accents should be extended to incorporate selected beats within a 4/4 time signature.</p> | <p>Pulse/Beat</p> <p>Students will learn precise musical counting skills in terms of bars and/or beats. The addition of accents will be</p> | <p>Pulse/Beat</p> <p>Students will develop a full understanding of the use of accents in a variety of time signatures, excluding compound time signatures.</p> |
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| <p>Copy and respond to the pulse in recorded or live music through movement</p> <p>Rhythm Perform short copycat rhythm patterns with increasing confidence and accuracy, led by the teacher</p> <p>Perform short repeating rhythm patterns, developing awareness of a steady beat</p> <p>Pitch Listen carefully to sounds in the local school environment and identify what has made them</p> <p>Sing familiar songs</p> <p>Explore percussion sounds to</p> | <p>percussion and classroom percussion</p> <p>Play short, pitched patterns on tuned instruments (glockenspiels) to maintain a steady beat</p> <p>Respond to the pulse in recorded or live music through movement or dance</p> <p>Rhythm Perform short copycat rhythm patterns accurately, led by the teacher</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat</p> <p>Perform word-pattern chants:</p> <p></p> <p>Pitch</p> | <p>recognising tempo as well as changes in tempo</p> <p>Move or clap in time to the beat of a piece of music or song</p> <p>Know the difference between left and right to support coordination and shared movement with others</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to</p> <p>Rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> | <p>Rhythm To repeat a simple rhythmic pattern using teacher led imitation.</p> <p>To remember, recall and reproduce that same pattern.</p> <p>To repeat a pattern as part of a group. For example: Two different rhythms being played simultaneously.</p> <p>Pitch Become aware - through games and exercises - high and low sounds. For example: Is the second sound you hear, higher or lower than the first?</p> <p>Use the voice to 'siren' in order to</p> | <p>Rhythm To repeat a rhythmic pattern of greater complexity than in previous years, using more irregular notes. For example: Dotted crotchets and quavers.</p> <p>Students will be taught to recognise a written rhythmic pattern in recorded music.</p> <p>Pitch To sing from memory and without accompaniment, a known song from the RMP Ltd repertoire list.</p> | <p>linked to composition</p> <p>Rhythm Children in Year 5 will learn to understand and play a rhythm using traditional notation, having been supported by teacher led imitation.</p> <p>Classes will begin to use polyrhythm techniques, with up to three separate parts played simultaneously.</p> <p>Pitch To identify which register of the keyboard a sound is from. Eg; low, medium, high.</p> <p>To sing a major scale and be aware of the</p> | <p>Rhythm Understand, play, adapt and create a rhythm or fill using traditional notation.</p> <p>To work in groups to achieve a composition element.</p> <p>Use two hands to create patterns, to include drum kit rudiments; Paradiddle; Flam; Double stroke roll.</p> <p>Pitch To differentiate between no more than a tone or semitone apart.</p> <p>To recognise and intervals within a major chord (major third; perfect fifth; octave)</p> |
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| <p>represent experiences or stories</p> | <p>Listen to sounds in the local school environment, comparing high and low sounds</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound</p> <p>Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk / quiet sounds created on a rainstick or shakers to depict a shower / regular strong beats played on a drum to replicate menacing footsteps</p> | <p>Perform word-pattern chants</p>  <p>MOTH SPIDER CATERPILLAR</p> <p>Read and respond to chanted rhythm patterns, and begin to represent them with stick notation including crotchets, quavers and crotchets rests</p> <p>Create and perform their own chanted rhythm patterns</p> <p>Pitch Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low)</p> | <p>internalise and explore high and low sounds.</p> | <p>Students will learn to recognise the first five notes of a major scale and sing them - an additional exercise would be to miss out one note from the above five.</p> | <p>interval of one octave (perfect 8th) For example; First two notes of, Somewhere Over the Rainbow'.</p> | <p>To develop good relative pitch, by naming the 'next note' in a well known and previously played, melody.</p> |
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