

Music Skills Progression- Rockit Music 2023/24

| Reception                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 3                                                                                                                                                                                                                                                                                                                                                                       | Year 4                                                                                                                                                                                                                                                                                             | Year 5                                                                                                                                                                                                                                                                                                                                                      | Year 6                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Singing</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                    |
| <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</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</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,</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</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</p> |

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

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| <p>using colours to differentiate between notes.</p> <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"> <li>• Keyboard</li> <li>• Steel Pans</li> </ul> | <p>Follow the teacher's (conductor's) signs and 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"> <li>• Keyboard</li> <li>• Steel Pans</li> <li>• Ukulele (children play all of the same pieces -</li> </ul> | <p>widened to include a basic harmony)</p> <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</p> | <p>Left hand on ukulele</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> | <p>Children will have access to apply these skills on:</p> <ul style="list-style-type: none"> <li>• Keyboards</li> <li>• Glocks</li> <li>• Steel drums</li> <li>• Drum kit</li> <li>• Ukeleles</li> <li>• Djembe drums</li> </ul> <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</p> | <p>Left hand on ukulele</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 with increased confidence and</p> | <p>Left hand on ukulele</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</p> |
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| <ul style="list-style-type: none"> <li>• Ukulele (children play all of the same pieces - use all the strings or a plucked string along to backing tracks)</li> <li>• Glockenspiels</li> <li>• Drum kit</li> </ul> | <ul style="list-style-type: none"> <li>use all the strings or a plucked string along to backing tracks)</li> <li>• Glockenspiels</li> <li>• Drum kit</li> </ul>    | <p>'conductor' as appropriate</p> <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"> <li>• Keyboard</li> <li>• Steel Pans</li> <li>• Ukulele (children play all of the same pieces - use all the strings or a plucked string along to backing tracks)</li> <li>• Glockenspiels</li> <li>• Drum kit</li> <li>• Djembe drums</li> </ul> |                                                                                                                                                                        | <p>previous year group.</p> <p>Simple harmonies of two parts will be added to pieces played on tuned instruments with greater confidence.</p> | <p>complexity with Obligato line and Ostinato line.</p>                                                                                       | <p>independence in small groups.</p>                                                                                                             |
| <b>Listening</b>                                                                                                                                                                                                  |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                        |                                                                                                                                               |                                                                                                                                               |                                                                                                                                                  |
| <p>Listen with increased attention to sounds</p> <p>Listen to music from different celebrations e.g. birthdays, weddings, parties,</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>As Y1, plus:</p> <p>Listen to a recording of a musical performance and offer thoughtful and considered feedback, relating to what they</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</p> | <p>Discuss, with more confidence, the mood of a piece of music and how this is made through instrument choice, and</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</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</p> |

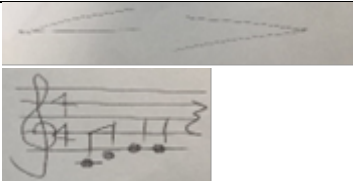
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| <p>other celebrations, such as Eid, Holi</p> <p>Listen, move to and talk about music, expressing their feelings and responses</p> <p>Composers/Artists list - Reception</p> <ul style="list-style-type: none"> <li>• Pachelbel - Canon in D Major</li> <li>• Johann Sebastian Bach - Sheep May Safely Graze</li> <li>• Beethoven - Ninth Symphony</li> <li>• Beatles - Nowhere Man</li> </ul> | <p>Talk about how the music makes them feel and express their opinions 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"> <li>• Mozart - Eine Kleine Nachtmusik</li> <li>• Johann Sebastian Bach - Air on a G String</li> <li>• Sergei Prokofiev - Lieutenant Kije</li> <li>• Queen - I Want to Break Free</li> </ul> | <p>know about tempo, pitch and rhythm</p> <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"> <li>• J S Bach - Jesu, Joy of Man's Desiring</li> <li>• Dvorak - New World Symphony</li> <li>• Tchaikovsky - Swan Lake</li> <li>• Robbie Williams - Millennium</li> </ul> | <p>are encouraged to make comparisons about mood e.g. how 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>composition (note: this is more than just 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</p> | <p>to their own performance and playing. They will 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"> <li>• Concerto</li> <li>• Symphony</li> <li>• Eras in music</li> <li>• Instrument choice</li> <li>• Composition choices</li> <li>• Form (binary and ternary, coda, middle eight, bridge etc)</li> </ul> <p>Children are beginning to discuss independently the origin of the</p> | <p>their own performance and playing. They will 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"> <li>• Concerto</li> <li>• Symphony</li> <li>• Eras in music</li> <li>• Instrument choice</li> <li>• Composition choices</li> <li>• Form (binary and ternary, coda, middle eight, bridge etc)</li> </ul> <p>Children discuss independently the origin of the music that they are listening to including social</p> |
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|                                                                      |                                                                                                                                 |                                                                                                                                     |                                                                                                                                        | further about the origin of the music that they are listening to. | music that they are listening to including social and cultural impact of the music.                                                             | and cultural impact of the music.                   |
| <b>Composing</b>                                                     |                                                                                                                                 |                                                                                                                                     |                                                                                                                                        |                                                                   |                                                                                                                                                 |                                                     |
| Experiment with sounds and begin to create pattern                   | Make different sounds with their voices and instruments                                                                         | As Y1, plus:<br><br>Compose their own patterns to be copied or improvised, individually and in group composition                    | Children are guided in their composition through restriction of note choice (5 notes) and phrase length (8 beats at a time)            | As previous but with embedding and more confidence.               | Children are guided in their composition through restriction of note choice (an octave) and phrase length (8 beats at a time)                   | As previous but with embedding and more confidence. |
| Explore, choose and organise sounds and musical ideas with sound     | Identify changes in sound                                                                                                       |                                                                                                                                     |                                                                                                                                        |                                                                   |                                                                                                                                                 |                                                     |
| Explore and create simple musical sounds with voices and instruments | Repeat short rhythmic and melodic patterns with increasing accuracy                                                             | Practise being an "orchestra" (some remain silent and others play, or children play different parts) and discuss the overall effect | Children use rhythm manipulation to alter the phrases that they compose.                                                               |                                                                   | Children will confidently discuss the ways in which notes work together: Cadence points and the chords that effect that has on the composition. |                                                     |
| Recognise that sounds can be sorted                                  | Create musical sound effects and short sequences of sound in response to stimuli (i.e. a woodland walk, a windy day, a journey) |                                                                                                                                     | The children will use traditional notation to record their composition these will include:<br>Crochet<br>Minim<br>Semi breves<br>Rests |                                                                   |                                                                                                                                                 |                                                     |
| Identify and sort sounds using simple criteria: loud, quiet          | Recognise how graphic notation can represent created sounds introduced, for example:                                            |                                                                                                                                     |                                                                                                                                        |                                                                   |                                                                                                                                                 |                                                     |
| Use percussion instruments to create patterns,                       |                                                                                                                                 |                                                                                                                                     |                                                                                                                                        |                                                                   | Children will work on                                                                                                                           |                                                     |

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| <p>sounds and combinations in small groups and as 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 Glockenspiels (and similar tuned percussion instruments) to explore patterns, both rhythmic and melodic</p> |  | <p>Time signature for their compositions will always be in 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 their examinations.</p> |  | <p>different sections of a song to deepen 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 <math>\frac{3}{4}</math> 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</p> |  |
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| <b>Performing</b>                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                 |
| Perform songs, with others, with developing confidence and - when appropriate - try to move in time with music<br><br>Present what they have learnt to other people (songs and instruments)<br><br>Practise starting and ending together (songs and instruments)<br><br>Begin to understand what makes a good performance | Sing and chant songs in unison<br><br>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)<br><br>Follow the music teacher's (conductor's) signs when performing as a group (songs and instruments)<br><br>Recognise visual signs for start, stop (songs and instruments)<br><br>Practise and understand the importance of | Sing and chant in unison, developing a awareness of diction when singing<br><br>Practise, rehearse and present performances with an awareness of an audience - performing to staff and children in class/another class (songs and instruments)<br><br>Remember and explain the importance of starting and ending together (songs and instruments)<br><br>Recognise what makes a good performance | Practise, rehearse and present performances with an awareness of an audience (songs and instruments) with increasing confidence.<br><br>Remember and explain the importance of starting and ending together (songs and instruments) and they will be expected to do so independently.<br><br>Children will begin to lead and conduct the class in whole class performances. | As all previous year groups as well as:<br><br>Slow removal of scaffold of the interactive backing track.<br><br>Perform for the London College of Music examinations. | Children will begin to change the sound of their instrument (keyboards) the enhance the sound of the performance.<br><br>Children learn about the technical aspects that improve a performance - drummer will roll and crash and choke to develop a more professional performance<br><br>Discuss clearly and confidently | As all previous year groups as well as:<br><br>Children will be expected to confidently change the sound of their instrument (keyboards) the enhance the sound of the performance.<br><br>Perform for the London College of Music examinations.<br><br>Children learn about the |

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| Copy, repeat and practise, preparing for a performance                                      | starting and ending together (songs and instruments)                                                                                                | and offer feedback on the group performance, drawing on their growing knowledge of pulse/beat, rhythm, pitch and tempo                  | Recognise what makes a good performance and offer feedback on the group performance, drawing on their secure knowledge of pulse/beat, rhythm, pitch and tempo. |  | what makes a good performance and offer feedback on the group performance, drawing on their secure knowledge of pulse/beat, rhythm, pitch and tempo. | technical aspects that improve a performance - drummer will roll and crash and choke to develop a more professional performance |
| When performing to the interactive backing track, the track plays for the whole performance | Recognise what makes a good performance and begin to comment on their musical performance as an ensemble (songs and instruments)                    | When performing to the interactive backing track, the track plays for the whole performance                                             | Children are introduced to the 'level of performance' (the ability to play something correctly and consistently) and improve on this.                          |  | Children will have the opportunity to accompany a vocalist in their performances.                                                                    | Complete removal of scaffold of the interactive backing track.                                                                  |
| Perform to parents at least three times per year                                            | When performing to the interactive backing track, the track plays for the whole performance<br><br>Perform to parents at least three times per year | 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 |                                                                                                                                                                |  | Removal of more elements of the scaffold (interactive backing track).                                                                                |                                                                                                                                 |

## Musicianship

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| <b>Pulse/Beat</b><br>Move or clap to a steady beat with increasing confidence | <b>Pulse/Beat</b><br>Walk, move or clap to a steady beat with others, changing the speed of | <b>Pulse/Beat</b><br>Understand that the speed of the beat can change, creating a | <b>Pulse/Beat</b><br>Add and understand accents to a rhythm or pulse. For example: A louder | <b>Pulse/Beat</b><br>Use of accents should be extended to incorporate | <b>Pulse/Beat</b><br>Students will learn precise musical counting skills in terms of | <b>Pulse/Beat</b><br>Students will develop a full understanding of the use of accents |
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## Music Skills Progression- Rockit Music 2023/24

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| <p>Play repeated patterns using body percussion</p> <p>Copy and respond to the pulse in recorded or live music through movement</p> <p><b>Rhythm</b><br/>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><b>Pitch</b><br/>Listen carefully to sounds in the local school environment</p> | <p>the beat as the tempo of the music changes</p> <p>Play repeated rhythm patterns using body 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><b>Rhythm</b><br/>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>faster or slower pace (tempo)</p> <p>Mark the beat of a listening piece by tapping or clapping and 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>clap to accentuate the first beat of a bar in 4/4 time</p> <p><b>Rhythm</b><br/>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><b>Pitch</b><br/>Become aware - through games and exercises - high and low sounds. For example: Is the second sound you</p> | <p>selected beats within a 4/4 time signature.</p> <p><b>Rhythm</b><br/>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><b>Pitch</b><br/>To sing from memory and without</p> | <p>bars and/or beats.<br/>The addition of accents will be linked to composition</p> <p><b>Rhythm</b><br/>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><b>Pitch</b><br/>To identify which register of the keyboard a sound</p> | <p>in a variety of time signatures, excluding compound time signatures.</p> <p><b>Rhythm</b><br/>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><b>Pitch</b><br/>To differentiate between no more than a tone or semitone apart.</p> |
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# Music Skills Progression- Rockit Music 2023/24

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| <p>and identify what has made them</p> <p>Sing familiar songs</p> <p>Explore percussion sounds to represent experiences or stories</p> |  <p>MOTH SPIDER CATERPILLAR</p> <p><b>Pitch</b><br/>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><b>Rhythm</b><br/>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</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><b>Pitch</b><br/>Sing short phrases independently within a singing game or short song.</p> | <p>hear, higher or lower than the first?</p> <p>Use the voice to 'siren' in order to internalise and explore high and low sounds.</p> | <p>accompaniment, a known song from the RMP Ltd repertoire list.</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>is from. Eg: low, medium, high.</p> <p>To sing a major scale and be aware of the interval of one octave (perfect 8<sup>th</sup>)</p> <p>For example; First two notes of, Somewhere Over the Rainbow'.</p> | <p>To recognise and intervals within a major chord (major third; perfect fifth; octave)</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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Music Skills Progression- Rockit Music 2023/24

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|  |  | Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low) |  |  |  |  |
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