



Progression of Skills in Music

	Farmers Class	Fishermen Class	Carpenters Class	Shepherds Class
Context (Charanga)	Spring 1 In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk Spring 2 Round and Round Bossa Nova Latin	Spring 1 I Wanna Play in a Band Classic rock songs Endangered Instruments – Clarinet (Y3) Spring 2 Zootime Reggae music	Spring 1 Stop! Rap, Hip hop, Classical march, Pop, Tango, Samba Endangered Instruments – Clarinet (Y5) Spring 2 Lean on Me Soul/Gospel	Spring 1 A New Year Carol Benjamin Britten, Gospel, Bhangra Spring 2 You've Got a Friend Carole King Songs
Appraising	Reception To say whether they like a piece of music. To begin to identify how a piece of music makes them feel.	Year 2 To respond to different moods in music. To identify one or two voices or instruments in the music. To begin to recognise one or two key characteristics of the style of the music. To identify what improvements could be made to own work and make changes, including use of voice, playing of and choice of instruments.	Year 4 To begin to identify how mood is created by key elements of the music, including voices and instruments, structure, tempo, texture and dynamics. To recognise some characteristics of the genre of the music. To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	Year 6 To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
	Year 1 To say whether they like a piece of music and begin to explain why. To begin to identify the mood of a piece of music. To begin to identify one or two voices or instruments in the music. To think about and make simple suggestions about what could make their own work better, e.g. play faster or louder.	Year 3 To respond to different moods in music and begin to explain how the elements of the music achieve the effect. To identify several voices or instruments in the music. To identify one or two key characteristics of the style of the music. To comment on the effectiveness of own work, identifying and making improvements.	Year 5 To begin to describe, compare and evaluate different types of music using the vocabulary of the inter-related dimensions of music.* To identify and describe some characteristics of the genre of the music. To comment on the success of own and others work, suggesting improvements based on intended outcomes.	

Singing, Playing and Performing.	<p>Reception</p> <p>To sing a range of well-known nursery rhymes and songs together in a group.</p> <p>To begin to choose instruments to make sounds.</p> <p>To begin to play untuned percussion in time with the music,</p>	<p>Year 2</p> <p>To use voices expressively and creatively.</p> <p>To sing with a sense of the shape of the melody.</p> <p>To create and choose sounds for a specific effect.</p> <p>To perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>To play a simple melody of two or three notes on tuned percussion.</p> <p>To be aware of others when performing.</p>	<p>Year 4</p> <p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To play a tuned instrument as part of a song or piece.</p> <p>To perform with a sense of occasion and effect, with awareness of the audience.</p>	<p>Year 6</p> <p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrasing.</p> <p>To play and sing with accuracy, fluency, control and expression.</p> <p>To think about how to create a specific effect when performing.</p> <p>To play a tuned instrument accurately, observing correct notation, tempo and expression.</p> <p>To perform with a sense of occasion and effect, with awareness of the audience.</p>
	<p>Year 1</p> <p>To use voices in different ways, such as speaking, singing and chanting.</p> <p>To create and choose sounds</p> <p>To perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>To learn to play percussion in time with the pulse of different pieces.</p> <p>To begin to play one or two notes on tuned percussion.</p> <p>To be aware of others when performing.</p>	<p>Year 3</p> <p>To sing in unison, with awareness of pulse and rhythm.</p> <p>To sing in tune.</p> <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a greater range of notes.</p> <p>To play a simple melody on tuned percussion.</p> <p>To be aware of the audience and other musicians when performing.</p>	<p>Year 5</p> <p>To sing in unison with clear diction, controlled pitch and sense of phrasing.</p> <p>To play and sing parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>To maintain own part and be aware how the different parts fit together</p> <p>To play a tuned instrument with increased accuracy of timing and dynamics.</p> <p>To perform with a sense of occasion and effect, with awareness of the audience.</p>	

Composing and Improvising	<p>Reception</p> <p>To begin to experiment with sounds.</p> <p>To begin sorting different sounds by how loud or quiet they are.</p> <p>To sing to self and make up simple songs.</p>	<p>Year 2</p> <p>To begin to create short rhythmic and melodic patterns.</p> <p>To improvise using one or two notes in a question and answer format.</p> <p>To begin to explore, choose and order sounds using the inter-related dimensions of music*.</p> <p>To begin to create simple graphic scores as a way of recording composition.</p>	<p>Year 4</p> <p>To create rhythmical and simple melodic patterns using an increasing number of notes.</p> <p>To begin to improvise using several notes with awareness of the pulse and tempo of the music.</p> <p>To combine layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p>To record compositions using informal symbols in a graphic score.</p>	<p>Year 6</p> <p>To create and improvise melodic and rhythmic phrases as part of a group performance.</p> <p>To improvise confidently using a range of notes and with awareness of the tempo, structure and style of the music.</p> <p>To compose by developing ideas within a range of given musical structures, using the inter-related dimensions of music* to create specific effects.</p> <p>To be able to read and record an octave on a stave from C to C.</p> <p>To record compositions using standard notation.</p>
	<p>Year 1</p> <p>To know about and experiment with sounds.</p> <p>To begin to improvise using untuned percussion or a single note in a question and answer format.</p> <p>To recognise and explore how sounds can be organised.</p> <p>To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p> <p>Begin to represent sounds using simple graphic symbols.</p>	<p>Year 3</p> <p>To create simple rhythmical patterns that use a small range of notes.</p> <p>To improvise using two or three notes in a question and answer format.</p> <p>To begin to combine simple layers of sound using the inter-related dimensions of music*, e.g. a background rhythm and a solo melody.</p> <p>To begin to record sequences and rhythms using informal symbols in a graphic score.</p>	<p>Year 5</p> <p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p>To improvise confidently using several notes with awareness of the pulse and tempo of the music.</p> <p>To combine layers of sound, using the inter-related dimensions of music* to create an effect.</p> <p>To begin to read and compose using stave notation.</p>	

Listening and Applying Skills and Knowledge	<p>Reception</p> <p>To listen and begin to move or dance in time to the music.</p> <p>To repeat a simple word-based rhythm using body parts or untuned percussion.</p> <p>To know and join in with a variety of nursery rhymes and simple songs.</p>	<p>Year 2</p> <p>To identify the pulse and move, clap or play in time to the music.</p> <p>To begin to understand the difference between pulse and rhythm.</p> <p>To listen and copy back simple rhythmic and melodic phrases using body parts, voices and percussion.</p> <p>To understand how musical elements create different moods and effects.</p> <p>To listen to pieces of music and discuss characteristics using simple musical vocabulary, e.g. It's quiet and smooth so it would be good for a lullaby.</p> <p>To listen and appraise different genres of music following the Charanga scheme of work.</p>	<p>Year 4</p> <p>To play a repeated rhythmic pattern in time to the pulse.</p> <p>To listen and copy back rhythmic and melodic phrases using voices, percussion and tuned instruments with two or three notes.</p> <p>To understand how different musical elements are combined and used expressively.</p> <p>To listen and respond to a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p> <p>To listen and appraise different genres of music following the Charanga scheme of work.</p>	<p>Year 6</p> <p>To listen attentively and copy back increasingly complex rhythmic and melodic patterns accurately, using voices, percussion and tuned instruments.</p> <p>To confidently identify the metre of the music by recognising the patterns of strong and weak beats.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>To develop an understanding of the history of music from different cultures, traditions, composers and musicians, evaluating how venue, occasion and purpose affects the way that music is created and performed.</p>
	<p>Year 1</p> <p>To begin to identify the pulse and move, clap or play in time to the music.</p> <p>To listen and copy back simple rhythmic and melodic phrases using body parts, voices and percussion.</p> <p>To begin to understand that musical elements can be used to create different moods and effects.</p> <p>To listen to short, simple pieces of music and talk about when and why they may hear it, e.g. a lullaby or Wedding march.</p> <p>To listen and appraise different genres of music following the Charanga scheme of work.</p>	<p>Year 3</p> <p>To identify the pulse and accompany a song by clapping or playing in time to the music.</p> <p>To understand the difference between pulse and rhythm.</p> <p>To listen and copy back simple rhythmic and melodic phrases using body parts, voices and percussion.</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p> <p>To listen and appraise different genres of music following the Charanga scheme of work.</p>	<p>Year 5</p> <p>To listen and copy back rhythmic and melodic phrases using voices, percussion and tuned instruments with increasing range of notes.</p> <p>To begin to identify the metre of the music by recognising the patterns of strong and weak beats.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p> <p>To listen and appraise different genres of music following the Charanga scheme of work.</p>	<p>To listen and appraise different genres of music following the Charanga scheme of work and be able to recognise and describe key features of various different genres.</p>

Key Vocabulary	Reception Loud Quiet Sound Song Instrument Music Dance Patterns Beat (Linking to heartbeat)	Year 2 As above, plus: Ensemble Tempo Expression Melody Rhythmical pattern Melodic pattern Volume Texture Timbre	Year 4 As above, plus: Fortissimo – Very loud Pianissimo – Very quiet Crescendo – Gradually getting louder Diminuendo – Gradually getting quieter crotchet quaver minim semibreve rest	Year 6 As above, plus: Phrase, phrasing Improvisation Internalise Culture Tradition Harmony Parts
	Year 1 Rhythm – a structured pattern of beats Pulse – constant beat Beat, Steady beat Perform Pitch – High and Low Louder, softer Fast and Slow Unison- playing together	Year 3 As above, plus: Notes Dynamics Forte- loud Piano – quiet Solo Unison Ostinato – repeated rhythm Structure	Year 5 As above, plus: Diction – style of pronunciation Ensemble Staff/stave Stave notation Semi-quaver Treble clef Time signature (4/4, 3/4) Bar line	

The Inter-related dimensions of music to be used throughout each year group.

DURATION: the length of notes or rests. Duration includes:

- **PULSE:** the steady beat of a piece of music
- **RHYTHM:** the pattern of long and short sounds in a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.