St Margaret’s C E Primary School

Progression of Skills for Music

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| **Reception** |
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| **Autumn 1**Harvest SongPractiseMe!(Charanga) | **Autumn 2**Christmas Performance song practiseMy Stories(Charanga) | **Spring 1**Everyone(Charanga)Chime Bells | **Spring 2**Our World(Charanga) | **Summer 1**Big Bear Funk(Charanga)Tamborines | **Summer 2**Reflect, Rewind, Review |

 |
| Listening and Appraising* Know that music can touch your feelings
* Enjoy music by dancing and pretending
 |
| Singing/Use of Voice* Sing along with the backing track and add actions
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| Playing Instruments – (TAMBORINES, CHIME BELLS, PERCUSSION)* Add a simple instrumental part to a nursery rhyme or song
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| Performing* Perform a nursery rhyme by singing and adding actions or dance
* Record the performance and talk about it
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| **Year 1**

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| **Autumn 1**Harvest Song PractiseHey You(Charanga) | **Autumn 2** Christmas Performance song practiseRhythm in The Way We Walk and The Banana Rap(Charanga) | **Spring 1**In the Groove(Charanga) | **Spring 2**Round and RoundYour Imagination(Charanga) | **Summer 1**Recorders (Charanga) – Blown Away Recorders Book **1**) | **Summer 2**Reflect, Rewind, Review |

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| Listening and Appraising* Responding to music in different ways (eg: clapping, marching)
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| Singing/Use of Voice* Start and stop by following a leader
* Make different types of sound
* Say words in rhythms
* Use pitch
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| Playing instruments – (RECORDERS)* Understand that instruments should be cared for
* Play a tuned instrument, (recorders – which can be differentiated)
* Begin to have an awareness of pulse and dynamics
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| Improvisation and composition* Clap or sing own rhythms and answers
* Compose using an average of 3 notes
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| Performing* Perform and record a piece of music
* Improve and reflect
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| **Year 2** |
| **Autumn 1** Harvest Song PractiseDing Dong BellsHand Bells | **Autumn 2** Christmas Performance song practiseHey You! (Charanga) | **Spring 1**Rhythm in the Way We WalkAndBanana Rap (Charanga) | **Spring 2**I wanna Play in a Band (Charanga) | **Summer 1**Zootime AndFriendship song (Charanga) | **Summer 2**Reflect, Rewind, Review |
| Listening and Appraising* Respond and enjoy music in different ways
* Learn that songs can tell a story/idea
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| Singing/Use of Voice* Sing expressively in different pitches
* Speak in rhythm (rap)
* Find a comfortable position for singing
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| Playing instruments - (HAND BELLS)* Play a tuned instrument in time with a steady pulse
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| Improvisation and composition* Listen and play back your answer on an instrument using 1 or 2 notes
* Take it in turns to improvise using 1 or 2 notes
* Create 3 simple melodies using an average of 3 notes
* Learn how notes can be written down and changed
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| Performing* Add ideas to performance of a song
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| **Year 3** |
| **Autumn 1**Harvest Song PractiseLet Your Spirit Fly(Charanga) | **Autumn 2**Three Little Birds(Charanga) | **Spring 1**Easter performance song practiseThe Dragon Song(Charanga) | **Spring 2**Bringing us Together (Charanga) | **Summer 1**Recorders(Charanga – Blown Away Recorders Book **2**) | **Summer 2**Reflect, Rewind, Review |
| Listening and Appraising* Confidently identify and move to the pulse
* Think about the meaning of words in a song
* Discuss how a song makes them feel and respect the opinions of others
 |
| Singing/Use of Voice* Sing in unison and begin to sing in simple two-parts
* Demonstrate a good singing posture
* Explore singing solo
* Start to have an awareness of singing ‘in tune’
* Have a feel for the pulse
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| Playing instruments - (RECORDERS)* Play up to four different parts on a tuned instrument.
* Rehearse in preparation for a performance
* Follow musical instructions from a leader
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| Improvisation and composition* Improvise using instruments in the context of the song they are learning
* Plan and create a piece of music to be performed within the context of the learned song
* Use appropriate language when developing a composition (pulse, rhythm, pitch, dynamics and tempo)
* Record a composition using symbols that represent sounds (graphics/pictorial notation)
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| Performing* Choose pieces to perform and create a programme
* Communicate meaning and clearly articulate words
* Talk about appropriate positioning for a performance
* Listen back to recording and reflect on possible improvements
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| **Year 4** |

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| **Autumn 1**Harvest Song PractiseMamma Mia(Charanga) | **Autumn 2**Christmas performance song practiseGlockenspiel (1,2) (Charanga) | **Spring 1**Stop!(Charanga) | **Spring 2**Lean on Me(Charanga) | **Summer 1**Blackbird(Charanga) | **Summer 2**Reflect, Rewind, Review |

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| Listening and Appraising - (GLOCKENSPIEL)* Talk about musical dimensions working in songs. Examples: dynamics, tempo
* During discussion, use musical language appropriately. Such as: rhythm, pitch
* Listen and recall sounds with increasing accuracy
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| Singing/Use of Voice* Begin to enjoy singing solo
* Rejoin the song if lost
* Listen to the group when singing
* Sing in a round
 |
| Playing instruments* Playing up to 4 parts using memory or notation
* Rehearse and perform their part
* Experience leading the playing, ensuring that everyone joins in
* Show musical expression by changing dynamics
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| Improvisation and composition* Improvise using instruments in the context of the song they are learning, attempting a range of challenges
* Create at least 1 melody using 1, 3 or 5 notes
* Talk about how the music was created
* Listen to and reflect about the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo
* Record the composition in any way that recognises the connection between sound and symbol
* Create layers of sound, thinking about the musical dynamics of each layer and understanding the effect
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| Performing* Present a musical performance designed to capture the audience
* Make decisions about whether to stand or sit
* Listen back to recording of music and describe feelings
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| **Year 5** |

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| **Autumn 1**Harvest Song PractiseLivin’ On a Prayer(Charanga) | **Autumn 2**Classroom Jazz 1(Charanga) | **Spring 1** Easter performance song practiseMake You Feel My Love(Charanga) | **Spring 2**The Fresh Prince of Bel-Air andDancing in the Street(Charanga) | **Summer 1**TurntablingTurntable | **Summer 2**Reflect, Rewind, Review |

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| Listening and Appraising* Identify and move to the pulse with ease
* Think about the message of songs
* Compare 2 songs in the same style, talking about what stands out musically in each of them
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| Singing/Use of Voice* Sing in unison and sing backing vocals
* Experience rapping
* Listen to each other and be aware of how you fit into the group
 |
| Playing instruments – (TURNTABLE)* Play an instrument using the correct technique within the context of the song
* Perform and play parts in a range of solo and group contexts, with increasing accuracy and expression
* Lead a rehearsal session
* Select own instrumental part that challenges their own ability
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| Improvisation and composition* Create simple melodies using up to 5 notes and simple rhythms that work musically with the style of the song
* Explain the key note or home note and the structure of the melody
* Listen to and reflect upon the developing composition and make musical decisions about how the melody connects to the song
* Explore how music technology can be used to organise sounds
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| Performing* Talk about venue and how to use it to best effect (classroom, hall, outside)
* Record the performance and compare it to a previous performance
* Discuss and talk musically about it – ‘What went well?’ ‘It would have been better if’
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| **Year 6** |
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| **Autumn 1**Harvest Song PractiseHappy(Charanga) | **Autumn 2**Christmas performance song practiseA New Year Carol(Charanga) | **Spring 1**Classroom Jazz 2(Charanga) | **Spring 2**You’ve got a Friend(Charanga)I-Pads Garage Band | **Summer 1**Music and Identity(Charanga)I-PadsVirtual Piano | **Summer 2**Class KaraokeReflect, Rewind, Review(Charanga) |

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| Listening and Appraising* Talk about the music and how it makes you feel, using musical language confidently to describe the music and songs
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| Singing/Use of Voice* Sing in solo, unison and in parts with clear dictation, controlled pitch, sense of phrase and dynamics
 |
| Playing instruments (I-PADS – GARAGE BAND, VIRTUAL PIANO)* Play and perform with accuracy, fluence, control and expression
 |
| Improvisation and composition* Create and improvise rhythmic and melodic phrases
* Develop ideas around musical structures
* Create a digital sound track, sequencing/looping, combining virtual sounds in an organised structure
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| Performing* Evaluate the success of own and others work, suggesting specific improvements, based on intended outcomes and how this could be achieved
* Develop an understanding of the history of music from different cultures, traditions, composers and musicians; evaluating how venue, occasion and purpose affect the way that music is created and performed.
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