St Margaret’s C E Primary School

Progression of Skills for Music

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| **Reception** | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1**  Harvest Song  Practise  Me!  (Charanga) | **Autumn 2**  Christmas Performance song practise  My 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 | | | | | |
| Playing Instruments – (TAMBORINES, CHIME BELLS, PERCUSSION)   * Add a simple instrumental part to a nursery rhyme or song | | | | | |
| Performing   * Perform a nursery rhyme by singing and adding actions or dance * Record the performance and talk about it | | | | | |
| **Year 1**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1**  Harvest Song Practise  Hey You  (Charanga) | **Autumn 2** Christmas Performance song practise  Rhythm in The Way We Walk and  The Banana Rap  (Charanga) | **Spring 1**  In the Groove  (Charanga) | **Spring 2**  Round and Round  Your Imagination  (Charanga) | **Summer 1**  Recorders  (Charanga) – Blown Away Recorders Book **1**) | **Summer 2**  Reflect, Rewind, Review | | | | | | |
| Listening and Appraising   * Responding to music in different ways (eg: clapping, marching) | | | | | |
| Singing/Use of Voice   * Start and stop by following a leader * Make different types of sound * Say words in rhythms * Use pitch | | | | | |
| 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 | | | | | |
| Improvisation and composition   * Clap or sing own rhythms and answers * Compose using an average of 3 notes | | | | | |
| Performing   * Perform and record a piece of music * Improve and reflect | | | | | |
| **Year 2** | | | | | |
| **Autumn 1**  Harvest Song Practise  Ding Dong Bells  Hand Bells | **Autumn 2** Christmas Performance song practise  Hey You!  (Charanga) | **Spring 1**  Rhythm in the Way We Walk  And  Banana Rap  (Charanga) | **Spring 2**  I wanna Play in a Band  (Charanga) | **Summer 1**  Zootime  And  Friendship 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 | | | | | |
| Singing/Use of Voice   * Sing expressively in different pitches * Speak in rhythm (rap) * Find a comfortable position for singing | | | | | |
| Playing instruments - (HAND BELLS)   * Play a tuned instrument in time with a steady pulse | | | | | |
| 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 | | | | | |
| Performing   * Add ideas to performance of a song | | | | | |
| **Year 3** | | | | | |
| **Autumn 1**  Harvest Song Practise  Let Your Spirit Fly  (Charanga) | **Autumn 2**  Three Little Birds  (Charanga) | **Spring 1**  Easter performance song practise  The 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 | | | | | |
| 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 | | | | | |
| 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) | | | | | |
| 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 | | | | | |
| **Year 4** | | | | | |

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| **Autumn 1**  Harvest Song Practise  Mamma Mia  (Charanga) | **Autumn 2**  Christmas performance song practise  Glockenspiel (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 |
| 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 |
| 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 |
| 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 |
| **Year 5** |

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| **Autumn 1**  Harvest Song Practise  Livin’ On a Prayer  (Charanga) | **Autumn 2**  Classroom Jazz 1  (Charanga) | **Spring 1** Easter performance song practise  Make You Feel My Love  (Charanga) | **Spring 2**  The Fresh Prince of Bel-Air  and  Dancing in the Street  (Charanga) | **Summer 1**  Turntabling  Turntable | **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 |
| 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 |
| 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 |
| 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’ |
| **Year 6** |
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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 |
| 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 |
| 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. |