**Charing CEP School**

**Living and learning with faith, friendship and fun**

Charing School is an inclusive family, proud of our faith in God and our friendship with our community. We develop respect, aspiration, curiosity, tolerance and determination. We are a creative, compassionate and confident team.



Progression of Skills Document

**Progression of Skills in Music**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Skills** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Listen and appraise | Express ideas and feelings about music using movement and dance. | Express ideas and feelings about music Listen and respond to a range of different types of music.Recognise mood of music | Express ideas and feelings about music Use language such as high/low, fast/slow, long/short. Listen with concentration to a range of different types of music. Listen out for different sounds. Know how music can be used for particular purposes. | Talk about some features of a piece/ extract of music comparing sounds, pitch, dynamics and timbre.Recognise some instruments and at least one famous composerExpress thoughts about a piece of music and why they like it. | Talk about some features of a piece Begin to recognise the style of Beethoven, Mozart and ElgarIdentify and describe the different purposes of musicIdentify the character of a piece of musicUnderstand why silence is needed in music and explain its effect | Describe, compare and evaluate music using musical vocabularyExpress clear thoughts about a piece of music and the impact it has on them.Begin to contrast the work of a famous composer with another and explain preferencesExplain why they think music is successful/unsuccessful | Analyse features within different pieces of musicExpress clear thoughts about a piece of music and why it has impact on them. Consider and express how time and place can influence the way that music is created and performed. Show an understanding of the history of music and the chronology of what they listen to. |
| Musical activities Games | Play games to repeat sounds made. | Play games to repeat sounds made. Clap/play short rhythmic patterns | Play games to repeat sounds made. Clap/play back sounds heard.Play simple rhythmic patterns on an instrument | Listen to and clap rhythms with increasing accuracy. Keep the pulse by clapping and movement.  | Listen to and clap rhythms with increasing accuracy. Keep the pulse by clapping and movement | Listen to and repeat rhythms with increasing accuracy on drumsKeep the pulse and say how the tempo changes. Copy changes in rhythm and dynamics. | Listen to and repeat rhythms with increasing accuracy on a range of different instruments. |
| Musical Activities Singing | Can use their voice to sing or sing along with nursery rhymes and action songs. | Can use their voice to sing, chant and speak rhymes | Sing and follow a melodySing or clap increasing and decreasing in tempo | Sing songs with expression Sing holding the melody | Sing songs in time with others with accurate pitch Sing in 2 parts androunds. | Sing songs with musical expression Sing rounds and in parts.Breathe in the correct place | Sing expressively and in tune in unison and in two-part songs. Sing accurately in time and pitch with others.  |
| Musical Activities Playing instruments | Can begin to play an instrument to keep the pulse. | Can know that sounds can be made in different ways. Can play an instrument to keep the pulse. Can play/clap rhythms. | Create short melodic sequences. Play/clap rhythms Play keeping a steady pulseKnow how to make different sounds with different instruments.Make connections between notations and sounds  | Start to learn to play the recorder/ glockenspiel with awareness of pulse.  | Play the recorder/ glockenspiel with awareness of the pulse. Play the instruments with rhythmic accuracy. Begin to recognise the staff and treble clef. Begin to recognise where to read the note E,F,G,A,B,C on the stave with a treble clef. | Can play djembe drum accurately using bass and tone notes. Maintain part while others are playing theirs.Continue to develop reading notes  | Demonstrate an awareness of other players/backing tracks to keep time and play sensitively with others.Recognise where to read the notes on different instruments. |
| Musical Activities Improvisation | Explore musical sounds. | Explore musical sounds. Create short musical patterns | Make short melodic patterns. Create music in response to different starting points  | Compose melodies/songsCreate repeated patterns with different instruments | Copy rhythmic and melodic material as question and answer by clapping and on the recorder. Begin to use the inter-related dimensions of music for effect (pitch, dynamics, timbre, tempo) | Develop rhythmic and melodic material as question and answer Begin to improvise tunes and rhythms to an accompaniment. Suggest ways to improve their own and others’ work in relation to its intended effect. | Improvise, developing rhythmic and melodic material when performing. Choose, order, combine, and organise a range of musical ideas. Suggest ways to improve their own and others’ work in relation to its intended effect. |
| Musical Activities Composition | Experiment with and combine sounds embedding the foundations of the interrelated dimensions of music. | Use a range of instruments Make a sequence of soundsChoose sounds to represent different things | Create short melodic sequences. Choose and order the sounds they create to achieve an effect. Use symbols to represent soundsRecord their music making.Improve my work | Create accompaniments for tunesUse different elements in my compositionsWrite their tune down using letter names.Improve my work, explaining how it has been improved | Choose and combine their own musical ideas to make their own tune. Write their tune down using informal and formal notation. | Choose and combine their own musical ideas to make their own tune compose music which meets specific criteriaBe able to write their own songs and lyrics. | Choose and combine their own musical ideas to make their own tunes to play and sing. Identify and use some common musical structures – use of verse/chorus, rondo, canon, round, ostinato. Compose their own music on percussion instrument. Write their own songs and lyrics. Use composition programmes for music composition. |
| Perform and Share | Share and perform the learning that has taken place. Christmas Nativity and Easter Bonnet Parade. | Use instruments to perform.Follow instructions about when to play and sing. | Rehearse, play and perform with others. Perform in end of year production. | Play together with others to performSing with others performing to an audience. | Play together with others to perform  | Play in time with others. Maintain their part in the ensemble. Share their own compositions in performance to other.  | Play in time with others. Perform parts from memoryTake the lead in a performance  |