

Music Skills Progression – all skills should link to Charanga

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<ol style="list-style-type: none"> 1. Create compositions with one or two notes (progressing to using three notes in year 2) 2. When composing, show a simple understanding of dynamics and pitch (and tempo in year 2) 3. Record compositions through pictorial notation and video. 4. Make links between shape and pitch e.g. using pictorial/written notations; continue to do this in year 2. 	<ol style="list-style-type: none"> 1. Continue to create more complex melodies (e.g. using three notes). 2. Show a more secure understanding of the interrelated dimensions of music. 3. Recognise the link between shape/ a written melody and pitch in a way it will be remembered. 	<ol style="list-style-type: none"> 1. Create your own more complex rhythms/melodies (progress to include five notes) and lead others. 2. Use voice, sounds, technology and instruments in creative ways. 3. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music. 4. Musically/verbally demonstrate an awareness of the link between shape and pitch, using notations. 			
Listen & Appraise musical styles	<ol style="list-style-type: none"> 1. Identify simple style indicators and different instruments. 2. Begin to use musical language to describe music and feelings towards it, respecting the opinions of others. 3. Begin to understand simple dimensions of music (pulse, rhythm, pitch) through discussion and movement, and how they work together in music (Year 2 – Meet this objective with greater confidence). Year 2 - Continue to demonstrate how to find and internalise the pulse with greater confidence. 	<ol style="list-style-type: none"> 1. Develop a deeper understanding of musical styles through learning about style indicators and instruments played. 2. Discuss music using accurate musical language more consistently. 3. Continue to develop a more secure understanding of how dimensions of music fit together, including pulse, rhythm, pitch, tempo and dynamics. 4. Continue to listen to and respect other ideas about music. 	<ol style="list-style-type: none"> 1. Identify musical styles through learning about their style indicators and the instruments played in greater depth. 2. Find the pulse of music confidently and innately. 3. Use musical language accurately and with confidence to discuss music. 4. Explain/give examples and show how pulse, rhythm and pitch fit together; include tempo, dynamics, timbre, texture and structure. 			

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Singing & Instruments	<ol style="list-style-type: none"> 1. Understand the importance of warming up. 2. Consider the meaning of lyrics and how they work together with the music. 3. Sing and learn how to play an instrument correctly (treating it with respect) as part of an ensemble, showing a good sense of pulse. 4. Move between different parts, using a sound-before-symbol (by ear) approach, playing with more confidence in year 2. 	<ol style="list-style-type: none"> 1. Sing and play instruments alone and in a group with greater knowledge and confidence, considering how to project the meaning of songs. (Do this with ease, stylistically and as musically as possible in year 4 e.g. singing/playing in two parts). 2. Sing and play in time and with a good sense of the pulse internally. 3. During years 3 and 4, start playing/singing using notation, as well as playing by ear. 4. Follow a conductor with greater confidence. 	<ol style="list-style-type: none"> 1. Perform and interpret a song stylistically and musically. 2. Sing/play with a greater sense of enjoyment. 3. Understand the importance of clear diction and tuning (when singing) and demonstrate confidence and fluency (when playing an instrument). 4. Follow a conductor with ease, understanding why and how the ensemble fits together. More confident children could lead the group themselves.
Improvisation	<ol style="list-style-type: none"> 1. Understand that improvising involves making up your own tune (or rhythm) using one or two notes/ singing. 2. Improvise by creating simple rhythms and melodies using your voice/ an instrument. <p>Year 2 - Improvise with greater confidence.</p>	<p>Improvise with greater confidence, creating and performing simple rhythms, which lead to melodies, on an instrument and/or voice.</p>	<p>Continue to create increasingly complex rhythms (using 3 notes)/melodies on an instrument and/or voice, performing these with confidence and understanding in a group.</p>
Perform	<ol style="list-style-type: none"> 1. Rehearse and perform what you have learnt as part of an ensemble, starting and ending together and following a conductor. 2. Show an awareness of the audience, realising that performance can influence how music is presented. Communicate ideas and feelings through musical demonstration. 3. Watch a recording and discuss the performance, offering feedback to others. <p>Year 2 – Perform and respond to a conductor with greater confidence.</p>	<ol style="list-style-type: none"> 1. Continue to work together and perform (with accuracy and confidence) what you have learnt, your improvisations and compositions as part of an ensemble, following the conductor. 2. Show a greater awareness of the audience through performance. 3. By Year 4, children should progress to presenting a musical performance to an audience, demonstrating the historic, stylistic knowledge and understanding of the piece through the performance. 4. Watch a recording and discuss the performance, offering thoughtful comments and feedback. 	<ol style="list-style-type: none"> 1. Present a musical performance of a song/piece of music to an audience, demonstrating a confident awareness of the historic, stylistic knowledge and understanding of the song/piece, through performance. 2. Perform (with great accuracy and confidence) what you have learnt to an audience. Play an instrument, your compositions and improvise part of this performance.