



Lakeside Primary Academy - MUSIC Progression of Skills

Progression of skills in KS1 and KS2 all linked to Charanga Original Scheme of Work.

Strand (Listening and Appraising)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Say if they like/dislike a piece of music.</p> <p>Respond to music.</p>	<p>Start to recognise/identify very simple style indicators and different instruments used.</p> <p>March, clap, tap their knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse.</p> <p>Start using basic musical language to describe the music you are listening to and their feelings towards it.</p> <p>Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p> <p>Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</p>	<p>Try to recognise/identify very simple style indicators and different instruments used.</p> <p>March, clap, tap their knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse.</p> <p>Start using basic musical language to describe the music you are listening to and their feelings towards it.</p> <p>Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p> <p>Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</p>	<p>Identify basic musical styles through learning about their style indicators and the instruments played.</p> <p>Find the pulse, the steady beat to the music they are listening to and understand what that means.</p> <p>More consistently use accurate musical language to describe and talk about music.</p> <p>Listen to other ideas about music, respect those ideas and feelings.</p> <p>Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>	<p>Identify basic musical styles through learning about their style indicators and the instruments played.</p> <p>Find the pulse, the steady beat to the music they are listening to and understand what that means.</p> <p>More consistently use accurate musical language to describe and talk about music.</p> <p>Listen to other ideas about music, respect those ideas and feelings.</p> <p>Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>	<p>Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</p> <p>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</p> <p>Use accurate musical language to describe and talk about music.</p> <p>Listen to other ideas about music, respect those ideas and feelings.</p> <p>Continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible</p>	<p>Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</p> <p>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</p> <p>Use accurate musical language confidently and with understanding to describe and talk about music.</p> <p>Listen to other ideas about music, respect those ideas and feelings.</p> <p>Continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</p>



Lakeside Primary Academy - MUSIC Progression of Skills

Progression of skills in KS1 and KS2 all linked to Charanga Original Scheme of Work.

Strand (Compose and Perform)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experiments by making a range of sounds using their voices.</p> <p>Beginning to join in with simple songs and rhymes with support and a lot of repetition.</p> <p>Explores ways to make sounds with a range of instruments and everyday objects.</p> <p>Make a sequence of loud and quiet sounds.</p> <p>Clap a rhythm along with an adult.</p> <p>Use voices and instruments to make different sounds.</p>	<p>Create their own very simple melodies (usually in a group) within the context of the song that is being learnt.</p> <p>Create compositions using one or two notes, increasing to three notes if appropriate.</p> <p>Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</p> <p>Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch).</p> <p>Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or</p>	<p>Continue to create their own very simple melodies (usually in a group) within the context of the song that is being learnt.</p> <p>Move beyond composing using one or two notes, increasing to three notes if appropriate.</p> <p>Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</p> <p>Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo).</p> <p>Continue to recognise/identify the</p>	<p>Continue to create their own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.</p> <p>Move beyond composing using two notes, increasing to three notes if appropriate.</p> <p>Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</p> <p>Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music.</p> <p>Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody</p>	<p>Compose a section of music that can be added to a performance of a song.</p> <p>Continue to create their own more complex melodies (usually in a group) within the context of the song that is being learnt.</p> <p>Move beyond composing using two notes, increasing to three notes if appropriate.</p> <p>Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</p> <p>Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music.</p> <p>Continue to recognise/identify the awareness of a link</p>	<p>Compose a section of music that can be added to a performance of a song.</p> <p>Create their own more complex melodies within the context of the song that is being learnt.</p> <p>Move beyond composing using two notes, increasing to three notes then five if appropriate.</p> <p>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p> <p>Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</p> <p>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>	<p>Compose a section of music that can be added to a performance of a song.</p> <p>Confidently create their own melodies within the context of the song that is being learnt and do this with deeper understanding.</p> <p>Move beyond composing using two notes, increasing to three notes then five if appropriate.</p> <p>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p> <p>Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</p> <p>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>



Lakeside Primary Academy - MUSIC Progression of Skills

Progression of skills in KS1 and KS2 all linked to Charanga Original Scheme of Work.

	simply writing the melody in any way we will remember it.	awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.	in any way we will remember.	between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.		
--	---	--	------------------------------	--	--	--

Progression in Musical Activities

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Games – begins to explore how music sounds and makes them feel. Begin to feel and hear pulse, rhythm, pitch, tempo, dynamics.</p> <p>Singing – enjoy singing a range of nursery rhymes and songs both individually and as a bigger group.</p> <p>Playing – explore simple classroom percussion instruments.</p> <p>Improvisation – begin to explore their own rhythms and responses.</p> <p>Composition – begin to explore their own rhythms and responses and record them in some way.</p>	<p>Games - begin to internalise, understand, feel, know how the dimensions of music work together. Pulse, rhythm, pitch, tempo, dynamics.</p> <p>Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.</p> <p>Playing - start to play a classroom instrument in a group/band/ensemble.</p> <p>Improvisation - explore and create their own responses, melodies and rhythms.</p> <p>Composition - begin to create their own responses, melodies and rhythms and record them in some way.</p>	<p>Games - continue to internalise, understand, feel, know how the dimensions of music work together. Pulse, rhythm, pitch, tempo, dynamics.</p> <p>Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p> <p>Playing - Continue to play a classroom instrument in a group/band/ensemble.</p> <p>Improvisation - continue to explore and create their own responses, melodies and rhythms.</p> <p>Composition - continue to create their own responses, melodies and rhythms and record them in some way.</p>	<p>Games - continue to internalise, understand, feel, know how the dimensions of music work together. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol.</p> <p>Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p> <p>Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.</p> <p>Improvisation - continue to explore and create their own responses, melodies and rhythms.</p>	<p>Games - continue to internalise, understand, feel, know how the dimensions of music work together. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.</p> <p>Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p> <p>Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</p> <p>Improvisation - continue to explore and create their own responses melodies and rhythms.</p>	<p>Games - internalise, understand, feel, know how the dimensions of music work together (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol.</p> <p>Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p> <p>Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</p> <p>Improvisation - explore and create their own responses, melodies and rhythms.</p> <p>Composition - create their own responses, melodies and rhythms and record</p>	<p>In greater depth and with confidence:</p> <p>Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.</p> <p>Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p> <p>Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</p> <p>Improvisation - create their own responses, melodies and rhythms.</p>



Progression of skills in KS1 and KS2 all linked to Charanga Original Scheme of Work.

			Composition - continue to create their own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol.	Composition - continue to create their own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.	them in some way. Explore the link between sound and symbol.	Composition - create their own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.
--	--	--	---	---	--	--

DRAFT