



Music

Skills Progression– Sept'19

'Skill Themes' developed from **Charanga (Norfolk Music Hub)**

	Skill Theme 1 Listen & Appraise	Skill Theme 2 Singing & Games	Skill Theme 3 Playing instruments & improvising	Skill Theme 4 Composing	Skill Theme 5 Perform and Share
End of Key Stage 1 (Year 2)	1.1 Listen to a variety of music from different styles and traditions 1.2 Use correct basic musical language 1.3 Talk about pulse, rhythm, pitch and tempo	2.1 Find the pulse of some music 2.2 Clap a simple rhythm 2.3 Know why we warm up our voice 2.4 Sing together in an ensemble 2.5 Sing in tune and stop when appropriate	3.1 Create music using classroom percussion 3.2 Play together in a band or ensemble 3.3 Start to recognise some musical notation 3.4 Improvise using simple patterns 3.5 Create own simple rhythmic patterns	4.1 Create own simple melodies 4.2 Compose a tune with 3 notes 4.3 Record your composition using ICT 4.4 Use some form of written recording of your music	5.1 Sing and rap to each other and an audience 5.2 Rehearse and present performances with some awareness of audience 5.3 Watch a performance or recording and talk about what you liked and didn't like about the music
End of Lower key Stage 2 (Year 4)	1.4 Start to recognise different styles and instruments in music 1.5 Use more examples of correct musical language 1.6 Talk about pulse, rhythm, pitch and tempo and timbre and texture.	2.6 Follow the pulse of music using body movement 2.7 Warm up voice 2.8 Sing songs and melodies 2.9 Start to consider how to interpret song and sing in appropriate way	3.6 Play with tuned and untuned percussion 3.7 Play different parts of music within an ensemble 3.8 Follow a conductor 3.9 Use correct techniques to play instruments	4.5 Create musical sounds using voices and instruments 4.6 Improvise simple melodies 4.7 Create own rhythmic patterns 4.8 Add a melody to own rhythmic pattern 4.9 Use some graphic notations for your music	5.4 Develop performance skills for an audience. 5.5 Practise, rehearse and present performances for an audience. 5.6 Watch a recording of some music being performed and discuss respectfully.
When we leave the school. Year 6	1.7 Confidently recognise different styles and instruments in music 1.8 Use more examples of correct musical language 1.9 Discuss different dimensions of the music	2.10 Find and follow the pulse of music using body movement 2.11 Clap more complex rhythms 2.12 Sing in an ensemble and produce clear diction and control of pitch 2.13 Interpret a song musically 2.14 Understand how a choir all fits together	3.10 Use glocks, recorders, band instruments to play melodies and tunes 3.11 Play and perform solo within an ensemble context 3.12 Use some basic formal notation 3.13 Create musical improvisations with voices and instruments	4.10 Create own melodies within context of the song being learnt 4.11 Compose using up to 5 notes 4.12 Use voice, sounds and technology and instruments in creative ways 4.13 Use graphic notations	5.7 Work together as a band or ensemble adding some direction or ideas 5.8 Play tuned and untuned instruments for an audience 5.9 Practise, rehearse and present performances showing good appreciation of the audience 5.10 Watch a recording of some music being performed and discuss respectfully.

Key subject specific vocabulary (Tier 3 vocab) to be embedded and revisited during the study of Music in Little Melton: acapella, arrangement, backing, ballad, bridge/middle8, chorus, chord, composing, dynamics, ensemble, harmony, improvise, interlude, lyrics, melody, notation, original, ostinato, pentatonic scale, pulse/beat, rhythm, sampling, syncopation, tempo, timbre, verse.

• We believe these skills are important for life because:

We want children to appreciate different types of music from around the world, and be able to recognise common features of them.

We want them to start to develop a life long love of music from this basis.

We want children to have had experience of performing in front of an audience, singing, and using different instruments.