

## Progression in Musical Skills and Knowledge

	Listen and appraise	Compose and Perform
<b>Year 1</b>	<ol style="list-style-type: none"> <li>1. Start to recognise/identify very simple style indicators and different instruments used.</li> <li>2. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse.</li> <li>3. Start using basic musical language to describe the music you are listening to and your feelings towards it.</li> <li>4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</li> <li>2. Create compositions using one or two notes, increasing to three notes if appropriate.</li> <li>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>4. 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).</li> <li>5. Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it</li> </ol>
<b>Year 2</b>	<ol style="list-style-type: none"> <li>1. Try to recognise/identify very simple style indicators and different instruments used.</li> <li>2. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse.</li> <li>3. Start using basic musical language to describe the music you are listening to and your feelings towards it.</li> <li>4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</li> <li>2. Move beyond composing using one or two notes, increasing to three notes if appropriate.</li> <li>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>4. 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).</li> <li>5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.</li> </ol>
<b>Year 3</b>	<ol style="list-style-type: none"> <li>1. Identify basic musical styles through learning about their style indicators and the instruments played.</li> <li>2. Find the pulse, the steady beat to the music they are listening to and understand what that means.</li> <li>3. More consistently use accurate musical language to describe and talk about music.</li> <li>4. Listen to other ideas about music, respect those ideas and feelings.</li> <li>5. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.</li> <li>2. Move beyond composing using two notes, increasing to three notes if appropriate.</li> <li>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music.</li> <li>5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.</li> </ol>

<p><b>Year 4</b></p>	<ol style="list-style-type: none"> <li>1. Identify basic musical styles through learning about their style indicators and the instruments played.</li> <li>2. Find the pulse, the steady beat to the music they are listening to and understand what that means.</li> <li>3. More consistently use accurate musical language to describe and talk about music.</li> <li>4. Listen to other ideas about music, respect those ideas and feelings.</li> <li>5. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</li> </ol>	<p>Compose a section of music that can be added to a performance of a song.</p> <ol style="list-style-type: none"> <li>1. Continue to create your own <b>more complex melodies</b> (usually in a group) within the context of the song that is being learnt.</li> <li>2. Move beyond composing using two notes, increasing to three notes if appropriate.</li> <li>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music.</li> <li>5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.</li> </ol>
<p><b>Year 5</b></p>	<ol style="list-style-type: none"> <li>1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</li> <li>2. <b>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</b></li> <li>3. Use accurate musical language to describe and talk about music.</li> <li>4. Listen to other ideas about music, respect those ideas and feelings.</li> <li>5. Continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. <b>Include tempo, dynamics, timbre, texture and structure if possible</b></li> </ol>	<p>Compose a section of music that can be added to a performance of a song.</p> <ol style="list-style-type: none"> <li>1. Create your own more complex melodies within the context of the song that is being learnt.</li> <li>2. <b>Move beyond composing using two notes, increasing to three notes then five if appropriate.</b></li> <li>3. <b>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</b></li> <li>4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</li> <li>5. <b>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</b></li> </ol>
<p><b>Year 6</b></p>	<ol style="list-style-type: none"> <li>1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</li> <li>2. Find the pulse confidently and innately, of the music they are listening to and understand what that means.</li> <li>3. <b>Use accurate musical language confidently and with understanding to describe and talk about music.</b></li> <li>4. Listen to other ideas about music, respect those ideas and feelings.</li> <li>5. 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.</li> </ol>	<p>Compose a section of music that can be added to a performance of a song.</p> <ol style="list-style-type: none"> <li>1. <b>Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding.</b></li> <li>2. Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</li> <li>4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</li> <li>5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</li> </ol>

**Text in red = new skills and knowledge**

**Text in black = consolidating skills and knowledge from previous year group**

<b>Progression in Musical Activities</b>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Games - begin to internalise, understand, feel, know how the dimensions of music work together. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>● Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.</li> <li>● Playing - start to play a classroom instrument in a group/band/ensemble.</li> <li>● Improvisation - option after Step 3 - begin to explore and create your own responses, melodies and rhythms.</li> <li>● Composition - option after Step 4 - begin to create your own responses, melodies and rhythms and record them in some way.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom instrument in a group/band/ensemble.</li> <li>● Improvisation - option after Step 3 - continue to explore and create your own responses, melodies and rhythms.</li> <li>● Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Pulse, rhythm, pitch, tempo, dynamics. <b>Eventually explore the link between sound and symbol.</b></li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. <b>Eventually explore the link between sound and symbol.</b></li> <li>● Improvisation - option after Step 3 - continue to explore and create your own responses, melodies and rhythms.</li> <li>● Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. <b>Eventually explore the link between sound and symbol.</b></li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Pulse, rhythm, pitch, tempo, dynamics. <b>Start to explore the link between sound and symbol.</b></li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. <b>Start to explore the link between sound and symbol.</b></li> <li>● Improvisation - option after Step 3 - continue to explore and create your own responses melodies and rhythms.</li> <li>● Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. <b>Start to explore the link between sound and symbol.</b></li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>● Games - internalise, understand, feel, know how the dimensions of music work together (pulse, rhythm, pitch, tempo, dynamics). <b>Explore the link between sound and symbol.</b></li> <li>● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - play a classroom/band instrument in a group/band/ensemble. <b>Explore the link between sound and symbol.</b></li> <li>● Improvisation - option after Step 3 - <b>explore and create your own responses, melodies and rhythms.</b></li> <li>● Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. <b>Explore the link between sound and symbol.</b></li> </ul>
<b>Year 6</b>	<p><b>In greater depth and with confidence:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>● Improvisation - option after Step 3 - create your own responses, melodies and rhythms.</li> <li>● Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul>

**Red text = new skills and knowledge**

**Black text = consolidating skills and knowledge**

All National Curriculum programme of study objectives are integral to each charanga unit (KS1 in years 1 & 2, KS2 in years 3-6)