



St Patrick's - Music Progression of Skills



Level Expected at the end of EYFS

We have selected the Early Learning Goals that link most closely to the Music National Curriculum.

Expressive Arts and Design (Exploring and Using Media and Materials)

Children sing songs, make music, dance and experiment with ways of changing them

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use their voices expressively and creatively by singing songs and speaking chants and rhymes;• play tuned and untuned instruments musically;• listen with concentration and understanding to a range of high-quality live and recorded music;• experiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;• improvise and compose music for a range of purposes using the inter-related dimensions of music;• listen with attention to detail and recall sounds with increasing aural memory;• use and understand staff and other musical notations; • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from

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| | <p>great composers and musicians;</p> <ul style="list-style-type: none">• develop an understanding of the history of music. |
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The Three I's for Music:

INTENT:

At St Patrick's Catholic Primary School, we want every child to be happy and enthusiastic learners of Music, and to be eager to achieve their very best in order to fulfil their God-given talents. We aim to foster our children's enthusiasm for the subject while also giving them the skills, knowledge and understanding necessary to support their continued musical journey in, and beyond, the primary school. We want our children to remember their music lessons in our school, to cherish those memories and embrace the musical opportunities they are presented with.

IMPLEMENTATION:

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum. Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

IMPACT:

Children are able to enjoy music, in as many ways as they choose, either as a listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. Throughout the year children take part in group singing and musical performances. By the end of KS2, when performing, children can sing a harmony part confidently and accurately, perform parts from memory, perform using notations, take the lead in a performance, take on a solo part and provide rhythmic support. When composing they can use a variety of different musical devices in their composition (including melody, rhythms and chords), recognise that different forms of notation serve different purposes, use different forms of notation and are able to combine groups of beats. When appraising children are able to refine and improve their work, evaluate how the venue, occasion and purpose affects the way a piece of music is created, analyse features within different pieces of music and compare and contrast the impact that different composers from different times will have had on the people of the time. These are all skills they will need in readiness for KS3.

Progression of Skills for Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PERFORMING	<ul style="list-style-type: none"> -Use their voices to speak/sing/chant -Join in with singing -Use instruments to perform -Look at their audience when they are performing 	<ul style="list-style-type: none"> -Sing and follow the melody (tune) -Sing accurately at a given pitch -Perform simple patterns and accompaniments keeping a steady pulse -Perform with others -Play simple 	<ul style="list-style-type: none"> -Sing in tune with expression -Control their voice when singing -Play clear notes on instruments 	<ul style="list-style-type: none"> -Perform a simple part rhythmically -Sing songs from memory with accurate pitch -Improvise using repeated patterns 	<ul style="list-style-type: none"> -Perform a simple part rhythmically -Sing songs from memory with accurate pitch -Improvise using repeated patterns 	<ul style="list-style-type: none"> -Sing a harmony part confidently and accurately -Perform parts from memory -Perform using notations -Take the lead in a performance -Take on a solo part -Provide rhythmic

	<ul style="list-style-type: none"> -Clap short rhythmic patterns -Can copy sounds 	<ul style="list-style-type: none"> rhythmic patterns on an instrument -Sing/clap a pulse increasing or decreasing in tempo 				support
COMPOSING (including notation)	<ul style="list-style-type: none"> -Make different sounds with their voice -Make different sounds with instruments -Identify changes in sounds -Change the sound -Repeat (short rhythmic and melodic) patterns -Make a sequence of sounds -Show sounds by using pictures 	<ul style="list-style-type: none"> -Order sounds to create a beginning, middle and end -Create music in response to different starting points -Choose sounds which create an effect -Use symbols to represent sounds -Make connections between notations and musical sounds 	<ul style="list-style-type: none"> -Use different elements in their composition -Create repeated patterns with different instruments -Compose melodies and songs -Create accompaniments for tunes -Combine different sounds to create a specific mood or feeling 	<ul style="list-style-type: none"> -Use notations to record and interpret sequences of pitches -Use standard notation -Use notations to record compositions in a small group or on their own -Use their notation in a performance 	<ul style="list-style-type: none"> -Use notations to record and interpret sequences of pitches -Use standard notation -Use notations to record compositions in a small group or on their own -Uses their notation in a performance 	<ul style="list-style-type: none"> -Use a variety of different musical devices in their composition (including melody, rhythms and chords) -Recognise that different forms of notation serve different purposes -Use different forms of notation -Is able to combine groups of beats
APPRAISING	<ul style="list-style-type: none"> -Respond to different moods in music -Say how a piece of music makes them feel -Say whether they 	<ul style="list-style-type: none"> -Improve their own work -Listen out for particular things when listening to music 	<ul style="list-style-type: none"> -Improve their work explaining how it has improved -Use musical words (the elements of 	<ul style="list-style-type: none"> -Explain the place of silence and say what effect it has -Start to identify the character of a piece of music 	<ul style="list-style-type: none"> -Explain the place of silence and say what effect it has -Start to identify the character of a piece of music 	<ul style="list-style-type: none"> -Is able to refine and improve their work -Is able to evaluate how the venue, occasion and purpose

	<p>like or dislike a piece of music</p> <ul style="list-style-type: none"> -Choose sounds to represent different things -Recognise repeated patterns -Follow instructions about when to play or sing 		<p>music) to describe a piece of music and compositions</p> <ul style="list-style-type: none"> -Use musical words to describe what they like and dislike -Recognise the work of at least one famous composer 	<ul style="list-style-type: none"> -Describe and identifies the different purposes of music -Can identify with the style of work of Beethoven, Mozart and Elgar 	<ul style="list-style-type: none"> -Describe and identify the different purposes of music -Can identify with the style of work of Beethoven, Mozart and Elgar 	<p>affects the way a piece of music is created</p> <ul style="list-style-type: none"> -Is able to analyse features within different pieces of music -Is able to compare and contrast the impact that different composers from different times will have had on the people of the time
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