



Laughton Junior & Infant School

Learning together, achieving together

Music Skills Progression



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Performing					
<p>KS1</p> <p><i>Pupils should be taught to:</i></p> <p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p><i>Play tuned and untuned instruments musically.</i></p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>	<p>To use their voices to speak/sing/chant.</p> <p>To join in with singing.</p> <p>To use instruments to perform.</p> <p>To look at their audience when they are performing.</p> <p>To clap short rhythmic patterns.</p> <p>To copy sounds</p>	<p>To sing and follow the melody (tune).</p> <p>To sing accurately at a given pitch.</p> <p>To perform simple patterns and accompaniments keeping a steady pulse.</p> <p>To perform with others.</p> <p>To play simple rhythmic patterns on an instrument.</p> <p>To sing/ clap a pulse increasing or decreasing in tempo.</p>	<p>To sing in tune with expression.</p> <p>To control their voice when singing.</p> <p>To play clear notes on instruments</p>	<p>To perform a simple part rhythmically.</p> <p>To sing songs from memory with accurate pitch.</p> <p>To improvise using repeated patterns.</p>	<p>To breath in the correct place when singing.</p> <p>To sing and use their understanding of meaning to add expression.</p> <p>To maintain their part whilst others are performing their part.</p> <p>To perform 'by ear' and from simple notations.</p> <p>To improvise within a group using melodic and rhythmic phrases.</p> <p>To recognise and use basic structural forms e.g. rounds, variations, rondo form.</p>	<p>To sing a harmony part confidently and accurately.</p> <p>To perform parts from memory.</p> <p>To perform using notations.</p> <p>To take the lead in a performance.</p> <p>To take on a solo part.</p> <p>To provide rhythmic support.</p>
Composing						
<p>KS2</p> <p><i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i></p> <p><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>	<p>To make different sounds with their voice.</p> <p>To make different sounds with instruments.</p> <p>To identify changes in sounds.</p> <p>To change the sound.</p> <p>To repeat (short rhythmic and melodic) patterns.</p> <p>To make a sequence of sounds.</p>	<p>To order sounds to create a beginning, middle and end.</p> <p>To create music in response to <different starting points></p> <p>To choose sounds which create an effect.</p> <p>To use symbols to represent sounds.</p> <p>To make connections between notations and musical sounds.</p>	<p>To use different elements in their composition.</p> <p>To create repeated patterns with different instruments.</p> <p>To compose melodies and songs.</p> <p>To create accompaniments for tunes.</p> <p>To combine different sounds to create a specific mood or feeling.</p>	<p>To use notations to record and interpret sequences of pitches.</p> <p>To use standard notation.</p> <p>To use notations to record compositions in a small group or on their own.</p> <p>To use their notation in a performance.</p>	<p>To change sounds or organise them differently to change the effect.</p> <p>To compose music which meets specific criteria.</p> <p>To use their notations to record groups of pitches (chords).</p> <p>To use a music diary to record aspects of the composition process. To choose the most appropriate tempos for a piece of music.</p>	<p>To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)</p> <p>To recognise that different forms of notation, serve different purposes.</p> <p>To use different forms of notation.</p> <p>To be able to combine groups of beats.</p>

<p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Use and understand staff and other musical notations.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>Develop an understanding of the history of music.</i></p>	To show sounds by using pictures					
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Appraising

	<p>To respond to different moods in music.</p> <p>To say how a piece of music makes them feel.</p> <p>To say whether they like or dislike a piece of music.</p> <p>To choose sounds to represent different things.</p> <p>To recognise repeated patterns.</p> <p>To follow instructions about when to play or sing.</p>	<p>To improve their own work.</p> <p>To listen out for particular things when listening to music.</p>	<p>To improve their work explaining how it has improved.</p> <p>To use musical words (the elements of music) to describe a piece of music and compositions.</p> <p>To use musical words to describe what they like and dislike.</p> <p>To recognise the work of at least one famous composer.</p>	<p>To explain the place of silence and say what effect it has.</p> <p>To start to identify the character of a piece of music.</p> <p>To describe and identify the different purposes of music.</p> <p>To being to identify with the style of work of Beethoven, Mozart and Elgar</p>	<p>To describe, compare and evaluate music using musical vocabulary.</p> <p>To explain why they think their music is successful or unsuccessful.</p> <p>To suggest improvements to their own or others' work.</p> <p>To choose the most appropriate tempo for a piece of music.</p> <p>To contrast the work of famous composers and show preferences.</p>	<p>To be able to refine and improve their work.</p> <p>To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>To be able to analyse features within different pieces of music.</p> <p>To be able to compare and contrast the impact that different times will have had on the people of the time.</p>
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Topics

	<p>Autumn Charanga: Hey You Rhythm in the way we walk (The Banana Rap)</p> <p>Spring Charanga: In the Groove Round and Round</p> <p>Summer Charanga: Your imagination Reflect, Rewind, Replay</p>	<p>Autumn Charanga: Hands Feet Heart Ho ho ho</p> <p>Spring Charanga: I want to play in a band</p> <p>Zoo time</p> <p>Summer Charanga: Friendship song Reflect, Rewind, Replay</p>	<p>Autumn Charanga: Let your spirit fly Glockenspiel (Stage 1)</p> <p>Spring Charanga: Three little birds The dragon song</p> <p>Summer Charanga: Bringing us together Reflect, Rewind, Replay</p>	<p>Autumn Charanga: Mamma Mia Glockenspiel (Stage 2)</p> <p>Spring Charanga: Stop Lean on Me</p> <p>Summer Charanga: Blackbird Reflect, Rewind, Replay</p>	<p>Autumn Charanga: Livin' on a prayer Classroom Jazz 1</p> <p>Spring Charanga: Make you feel my love (preview) Fresh Prince of Bel Air (preview)</p> <p>Summer Charanga: Dancin' in the street (preview) Reflect, Rewind, Replay</p>	<p>Autumn Charanga: I'll be there Classroom Jazz 2</p> <p>Spring Charanga: Britten - A New Year Carol (preview) Happy (preview)</p> <p>Summer Charanga: You've got a friend (preview) Reflect, Rewind, Replay</p>
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Home Practice

	Supporting introductions to the different styles of music: Blues, Latin, Folk, Funk, Baroque, Bhangra, Latin American and Western cultural that link to history, geography,	Exploring more sounds: Reggae, Motown, Rock and South African music and freedom songs. Dancing to a beat and practicing pulse and tempo, walking, marching and running.	Helping research historical context. Devising simple notation to represent a musical score. Listening to a range of western classical music to attune young ears to classical musical styles.	Listening to different styles of music - from Abba 1970's and 80s, Bhangra, Tango, Latin Fusion, Gospel and Beatles and discussing how they sound different and why - what was	Sharing and discussing modern styles of music: rock, jazz, pop, hip-hop, Motown, and discussing how this is different to the classics of the early and mid20th century.	Sharing a medley of music, broadening the range explored across the school: Michael Jackson, Jazz, Latin, Blues, Gospel, Bhangra, Pop, Motown, music of Carole King and
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	countries and cultures. Playing clapping sounds and developing rhythms and patterns, pace and tempo and awareness of loud and soft.	Keeping own song steady and in tune whilst another sings an alternative: e.g. Three blind mice and London's Burning - sung simultaneously.		happening in the world at the time?		western classical music of the 20th century. Understanding how history has shaped our music and tastes have changed and been influenced by war and migration.
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