

| Content Area | KS1 Objectives | Progression of Skills and Knowledge | | | KS2 Objectives | Progression of Skills and Knowledge | | | |
|--------------|--|---|--|---|--|--|--|---|---|
| | | EYFS | Y1 | Y2 | | Y3 | Y4 | Y5 | 68 |
| Perform | use their voices expressively and creatively by singing songs and speaking chants and rhymes | I am increasingly confident joining in with the group to share a range of creative performances such as songs, ring games, patterns of sound and musical representations. Children invent, adapt and recount narratives and stories with peers and their teacher; sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | <ul style="list-style-type: none"> To use their voices to speak/sing/chant To join in with singing To use instruments to perform To look at their audience when they are performing To clap short rhythmic patterns To copy sounds | <p>To sing and follow the melody (tune)</p> <ul style="list-style-type: none"> To sing accurately at a given pitch To perform simple patterns and accompaniments keeping a steady pulse To perform with others To play simple rhythmic patterns on an instrument To sing/ clap a pulse increasing or decreasing in tempo | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> To sing in tune with expression To control their voice when singing To play clear notes on instruments | <ul style="list-style-type: none"> To perform a simple part rhythmically To sing songs from memory with accurate pitch To improvise using repeated patterns | <ul style="list-style-type: none"> To breath in the correct place when singing To sing and use their understanding of meaning to add expression To maintain their part whilst others are performing their part To perform 'by ear' and from simple notations To improvise within a group using melodic and rhythmic phrases To recognise and use basic structural forms e.g. rounds, variations, rondo form | <ul style="list-style-type: none"> To sing a harmony part confidently and accurately To perform parts from memory To perform using notations To take the lead in a performance To take on a solo part To provide rhythmic support |
| Perform | play tuned and untuned instruments musically | | <ul style="list-style-type: none"> To use their voices to speak/sing/chant To join in with singing To use instruments to perform To look at their audience when they are performing To clap short rhythmic patterns To copy sounds | <p>To sing and follow the melody (tune)</p> <ul style="list-style-type: none"> To sing accurately at a given pitch To perform simple patterns and accompaniments keeping a steady pulse To perform with others To play simple rhythmic patterns on an instrument To sing/ clap a pulse increasing or decreasing in tempo | improvise and compose music for a range of purposes using the inter-related dimensions of music | <ul style="list-style-type: none"> To use different elements in their composition To create repeated patterns with different instruments To compose melodies and songs To create accompaniments for tunes To combine different sounds to create a specific mood or feeling | <ul style="list-style-type: none"> To use notations to record and interpret sequences of pitches To use standard notation To use notations to record compositions in a small group or on their own To use their notation in their performance | <ul style="list-style-type: none"> To maintain their part whilst others are performing their part To perform 'by ear' and from simple notations To improvise within a group using melodic and rhythmic phrases To recognise and use basic structural forms e.g. rounds, variations, rondo form | <ul style="list-style-type: none"> To perform parts from memory To perform using notations To take the lead in a performance To take on a solo part To provide rhythmic support |
| Appraise | listen with concentration and understanding to a range of high-quality live and recorded music | <p>I can listen to a range of sounds and am beginning to express my thoughts and feelings using a growing vocabulary.</p> <p>I can listen a range of sounds and am able to express my thoughts and feelings clearly as well as listening to the thoughts and feelings of others.</p> | <p>To respond to different moods in music</p> <ul style="list-style-type: none"> To say how a piece of music makes them feel To say whether they like or dislike a piece of music To choose sounds to represent different things To recognise repeated patterns To follow instructions about when to play or sing | <p>To improve their own work</p> <ul style="list-style-type: none"> To listen out for particular things when listening to music | listen with attention to detail and recall sounds with increasing aural memory | <ul style="list-style-type: none"> To improve their work explaining how it has improved To use musical words (the elements of music) to describe a piece of music and compositions To use musical words to describe what they like and dislike To recognise the work of at least one famous composer | <ul style="list-style-type: none"> To explain the place of silence and say what effect it has To start to identify the character of a piece of music To describe and identify the different purposes of music To begin to identify with the style of work of Beethoven, Mozart and Elgar | <ul style="list-style-type: none"> To describe, compare and evaluate music using musical vocabulary To explain why they think their music is successful or unsuccessful To suggest improvements to their own or others' work To choose the most appropriate tempo for a piece of music To contrast the work of famous composers and show preferences | <ul style="list-style-type: none"> To be able to refine and improve their work To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created To be able to analyse features within different pieces of music |

Music Whole School Overview

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| Compose | experiment with, create, select and combine sounds using the inter-related dimensions of music. | | <ul style="list-style-type: none"> ☑ To make different sounds with their voice ☑ To make different sounds with instruments ☑ To identify changes in sounds ☑ To change the sound ☑ To repeat (short rhythmic and melodic) patterns ☑ To make a sequence of sounds ☑ To show sounds by using pictures | <p>To order sounds to create a beginning, middle and end</p> <ul style="list-style-type: none"> ☑ To create music in response to <different starting points> ☑ To choose sounds which create an effect ☑ To use symbols to represent sounds ☑ To make connections between notations and musical sounds | use and understand staff and other musical notations | To use different elements in their composition | To use standard notation <ul style="list-style-type: none"> ☑ To use notations to record compositions in a small group or on their own | To use their notations to record groups of pitches (chords) <ul style="list-style-type: none"> ☑ To use a music diary to record aspects of the composition process ☑ To choose the most appropriate tempos for a piece of music | To recognise that different forms of notation serve different purposes <ul style="list-style-type: none"> ☑ To use different forms of notation |
| Appraise | | | | | appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | <ul style="list-style-type: none"> ☑ To use musical words (the elements of music) to describe a piece of music and compositions ☑ To use musical words to describe what they like and dislike | To describe and identify the different purposes of music <ul style="list-style-type: none"> ☑ To being to identify with the style of work of Beethoven, Mozart and Elgar | To describe, compare and evaluate music using musical vocabulary <ul style="list-style-type: none"> ☑ To explain why they think their music is successful or unsuccessful ☑ To suggest improvements to their own or others' work ☑ To choose the most appropriate tempo for a piece of music ☑ To contrast the work of famous composers and show preferences | To be able to refine and improve their work <ul style="list-style-type: none"> ☑ To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created ☑ To be able to analyse features within different pieces of music ☑ To be able to compare and contrast the impact that different composers from different times will have had on the people of the time. |
| Appraise | | | | | develop an understanding of the history of music. | ☑ To recognise the work of at least one famous composer | To begin to identify with the style of work of Beethoven, Mozart and Elgar | To contrast the work of famous composers and show preferences | To be able to compare and contrast the impact that different composers from different times will have had on the people of the time. |

Music Whole School Overview

The Interrelated Dimensions of Music

Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.

