



## Music Core Skills Progression Grid    Lingdale Primary School

### Subject Content

#### *In Key Stage 1 pupils should be taught:*

- 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

#### *In Key Stage 2 pupils should be taught:*

- 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 great composers and musicians
- develop an understanding of the history of music

Inter-related dimensions of music to be used throughout each year group.

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft
- TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse

*EYFS: The Foundations of Learning*    ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

For Music, we follow the Charanga scheme of work. It is adapted to suit the needs of our learners in mixed year group classes in a cycle A, cycle B format.

## Singing, Playing Instruments & Improvisation

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| Nursery   | <ul style="list-style-type: none"> <li>• Match the sound of a musical instrument.</li> <li>• Begin to copy a sound pattern.</li> <li>• Sing a simple nursery rhyme or song all the way through. E.g. Twinkle, Twinkle, Humpty dumpty, Baa, Baa, Black sheep.</li> </ul>   |
| Reception | <ul style="list-style-type: none"> <li>• To sing along with a pre-recorded song and add actions.</li> <li>• To sing along with the backing track.</li> <li>• To find the pulse in simple nursery rhymes</li> <li>• To copy basic rhythm patterns X-X—X -X-X</li> <li>• To name key musical instruments, triangle, drum, tambourine, maraca.</li> </ul>  |
| Year 1    | <ul style="list-style-type: none"> <li>• Learn about voices, singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>• Learn to start and stop singing when following a leader.</li> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>  |
| Year 2    | <ul style="list-style-type: none"> <li>• + Learn to find a comfortable singing position.</li> <li>• + Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>• + Play the part in time with the steady pulse.</li> </ul>   |
| Year 3    | <ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To have an awareness of the pulse internally when singing.</li> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of the song) from memory or using notation</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader</li> </ul> |
| Year 4    | <ul style="list-style-type: none"> <li>• + To re-join the song if lost.</li> <li>• + To listen to the group when singing.</li> <li>• + To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>   |
| Year 5    | <ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To enjoy exploring singing solo.</li> <li>• To listen to the group when singing.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> </ul>   |
| Year 6    | <ul style="list-style-type: none"> <li>• To sing with awareness of being 'in tune'.</li> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session</li> </ul> |
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### Composition

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|-----------|--|
| Nursery   | <ul style="list-style-type: none"> <li>• Knows how to use sounds, voice, body and instruments to begin making a pattern.</li> </ul>  |
| Reception | <ul style="list-style-type: none"> <li>• Invent patterns using one pitched note</li> <li>• To be able to make own simple repeating compositions (clapping/body percussion/instrument)</li> </ul>   |
| Year 1    | <ul style="list-style-type: none"> <li>• Help to create a simple melody using one, two or three notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>  |
| Year 2    |  |
| Year 3    | <ul style="list-style-type: none"> <li>• + Help create three simple melodies with the Units using one, three or five different notes.</li> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul> |
| Year 4    |  |
| Year 5    | <ul style="list-style-type: none"> <li>• + Talk about how section of music was created</li> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>   |
| Year 6    |  |

### Performing

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|-----------|--|
| Nursery   | <ul style="list-style-type: none"> <li>• Creates some movements in response to music, stories and ideas.</li> <li>• Use sounds to express experiences, e.g. stomping like a dinosaur.</li> </ul>   |
| Reception | <ul style="list-style-type: none"> <li>• Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>• Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>• Record the performance to talk about.</li> </ul> |
| Year 1    | <ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it</li> </ul>              |
| Year 2    |  |

|        |   |
|--------|---|
| Year 3 | <ul style="list-style-type: none"> <li>•To choose what to perform and create a programme.</li> <li>•To communicate the meaning of the words and clearly articulate them.</li> <li>•To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>   |
| Year 4 | <ul style="list-style-type: none"> <li>• + Present a musical performance designed to capture the audience.</li> </ul>   |
| Year 5 | <ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul> |
| Year 6 |   |

## Listening & Appraising

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| Nursery   | <ul style="list-style-type: none"> <li>•To know five nursery rhymes off by heart.</li> <li>•Joins in with dancing, moving and circle games.</li> </ul>   |
| Reception | <ul style="list-style-type: none"> <li>•To know ten nursery rhymes off by heart.</li> <li>•To know the stories of some of the nursery rhymes.</li> <li>• To learn how they can enjoy moving to music by dancing, marching etc</li> </ul>   |
| Year 1    | <ul style="list-style-type: none"> <li>• To learn how they can enjoy moving to music by dancing, marching etc</li> <li>• To learn how songs can tell a story or describe an idea</li> </ul>  |
| Year 2    |  |
| Year 3    | <ul style="list-style-type: none"> <li>•To confidently identify and move to the pulse.</li> <li>•To think about what the words of a song mean.</li> <li>•To take it in turn to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>   |
| Year 4    | <ul style="list-style-type: none"> <li>•+ To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>•+ Talk about the music and how it makes them feel.</li> </ul>   |
| Year 5    | <ul style="list-style-type: none"> <li>•To identify and move to the pulse with ease.</li> <li>•To think about the message of songs.</li> <li>•To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>•To try to use musical words when talking about music.</li> <li>•To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel.</li> </ul> |
| Year 6    | <ul style="list-style-type: none"> <li>•+ To use musical words when talking about the songs.</li> <li>• + Talk about the music and how it makes you feel, using musical language to describe the music</li> </ul>  |