

Chenies School Progression of skills in Music

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Singing songs with control and using the voice expressively.	<p>To find their singing voice and use their voices confidently.</p> <p>Sing a melody accurately at their own pitch.</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> <p>Recognise phrase lengths and know when to breathe.</p> <p>Sing songs expressively.</p> <p>Follow pitch movements with their hands and use high, low and middle voices.</p> <p>Begin to sing with control of pitch (e.g. following the shape of the melody).</p> <p>Sing with an awareness of other performers.</p>	<p>Sing with confidence using a wider vocal range.</p> <p>Sing in tune.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases).</p> <p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Sing songs and create different vocal effects.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p>	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p>
Listening, Memory and Movement.	<p>Recall and remember short songs and sequences and patterns of sounds.</p> <p>Respond physically when performing, composing and appraising music.</p> <p>Identify different sound sources.</p> <p>Identify well-defined musical features.</p>	<p>Identify melodic phrases and play them by ear.</p> <p>Create sequences of movements in response to sounds.</p> <p>Explore and chose different movements to describe animals.</p> <p>Demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>Identify phrases that could be used as an introduction, interlude and ending.</p>	<p>Internalise short melodies and play these on pitched percussion (play by ear).</p> <p>Create dances that reflect musical features.</p> <p>Identify different moods and textures.</p> <p>Identify how a mood is created by music and lyrics.</p> <p>Listen to longer pieces of music and identify features.</p>

<p>Controlling pulse and rhythm</p>	<p>Identify the pulse in different pieces of music.</p> <p>Identify the pulse and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Perform a rhythm to a given pulse.</p> <p>Begin to internalise and create rhythmic patterns.</p> <p>Accompany a chant or song by clapping or playing the pulse or rhythm.</p>	<p>Recognise rhythmic patterns.</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Identify and recall rhythmic and melodic patterns.</p> <p>Identify repeated patterns used in a variety of music. (Ostinato).</p>	<p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>Improvise rhythm patterns.</p> <p>Perform an independent part keeping to a steady beat.</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>Subdivide the pulse while keeping to a steady beat.</p>
<p>Exploring sounds, melody and accompaniment</p>	<p>To explore different sound sources.</p> <p>Make sounds and recognise how they can give a message.</p> <p>Identify and name classroom instruments.</p> <p>Create and chose sounds in response to a given stimulus.</p> <p>Identify how sounds can be changed.</p> <p>Change sounds to reflect different stimuli.</p>	<p>Identify ways sounds are used to accompany a song.</p> <p>Analyse and comment on how sounds are used to create different moods.</p> <p>Explore and perform different types of accompaniment.</p> <p>Explore and select different melodic patterns.</p> <p>Recognise and explore different combinations of pitch sounds.</p>	<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</p>
<p>Control of instruments</p>	<p>Play instruments in different ways and create sound effects.</p> <p>Handle and play instruments with control.</p> <p>Identify different groups of instruments.</p>	<p>Identify melodic phrases and play them by ear.</p> <p>Select instruments to describe visual images.</p> <p>Choose instruments on the basis of internalised sounds.</p>	<p>Identify and control different ways percussion instruments make sounds.</p> <p>Play accompaniments with control and accuracy.</p> <p>Create different effects using combinations of pitched sounds.</p> <p>Use ICT to change and manipulate sounds.</p>
<p>Composition</p>	<p>Contribute to the creation of a class composition.</p> <p>Basic skills developments for composition in KS1</p>	<p>Create textures by combining sounds in different ways.</p>	<p>Identify different starting points or composing music.</p>

	are to be found within 'Exploring sounds'.	<p>Create music that describes contrasting moods/emotions.</p> <p>Improvise simple tunes based on the pentatonic scale.</p> <p>Compose music in pairs and make improvements to their own work.</p> <p>Create an accompaniment to a known song.</p> <p>Create descriptive music in pairs or small groups.</p>	<p>Explore, select combine and exploit a range of different sounds to compose a soundscape.</p> <p>Write lyrics to a known song.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p> <p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</p>
Reading and writing notation	<p>Perform long and short sounds in response to symbols.</p> <p>Create long and short sounds on instruments.</p> <p>Play and sing phrase from dot notation.</p> <p>Record their own ideas.</p> <p>Make their own symbols as part of a class score.</p>	<p>Perform long and short sounds in response to symbols.</p> <p>Create long and short sounds on instruments.</p> <p>Play and sing phrase from dot notation.</p> <p>Record their own ideas.</p> <p>Make their own symbols as part of a class score.</p>	<p>Perform using notation as a support.</p> <p>Sing songs with staff notation as support.</p>
Performance skills	<p>Perform together and follow instructions that combine the musical elements.</p>	<p>Perform in different ways, exploring the way the performers are a musical resource.</p> <p>Perform with awareness of different parts.</p>	<p>Present performances effectively with awareness of audience, venue and occasion.</p>
Evaluating and appraising	<p>Choose sounds and instruments carefully and make improvements to their own and others' work.</p>	<p>Recognise how music can reflect different intentions.</p>	<p>Improve their work through analysis, evaluation and comparison.</p>