



Holy Family Music Progression of Skills – musical aspects

		EYFS →	Year 1 →	Year 2 →	Year 3 →	Year 4 →	Year 5 →	Year 6
Performance	Voice (singing)	-Start to sing simple songs, nursery rhymes and chants holding a melody line.	-Perform an action or a sound on the steady beat whilst singing with other children To use their voices to speak/sing/chant - To join in with singing -To look at their audience when they are performing	-Sing a range of songs with developing awareness of pitch -To sing and follow the melody (tune) - To sing/ clap a pulse increasing or decreasing in tempo	-Sing with increasing accuracy of pitch and melody. To sing in tune with expression - To control their voice when singing	-Sing songs showing musical expression such as changes of tempo and dynamics -Sing songs in a variety of styles with an increasing awareness of the melody and tone - To sing songs from memory with accurate pitch	-To sing with awareness of being 'in tune' -Sing confidently in a wide variety of styles with expression - To sing and use their understanding of meaning to add expression	-To sing in unison or a round, and to sing backing vocals -To sing a harmony part confidently and accurately - To take the lead in a performance - To take on a solo part
	Instruments (playing)	-Makes sounds confidently in different contexts by banging, shaking or blowing using body and objects.	- To use instruments to perform -Play a repeated pattern (ostinato) when accompanying a song - To clap short rhythmic patterns - To copy sounds	-Play with control by getting louder or quieter, faster or slower keeping a steady beat - To perform simple patterns and accompaniments keeping a steady pulse - To perform with others - To play simple rhythmic patterns on an instrument	-Keep a steady beat on an instrument in a group or individually - To play clear notes on instruments -Play using symbols including graphic or simple traditional notation	-Play music that includes rests -Read and play from some conventional music symbols - To perform a simple part rhythmically	-Perform with sensitivity to different dynamics, tempo -Read and play with confidence from graphic or traditional notation - To perform 'by ear' and from simple notations - To improvise within a group using melodic and rhythmic phrases	-Perform and react to different tempos and dynamics -Read and play with confidence from graphic or pictorial notation - To perform parts from memory
	Challenge	-Learn how sounds can be changed and plays instruments in a variety of ways.	Pupils make loud and quiet sounds They know that the chorus keeps repeating	Pupils can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse	Pupils work with a partner to create a piece of music using more than one instrument	Pupils can use selected pitches simultaneously to produce simple harmony	Pupils use pitches simultaneously to produce harmony by building up simple chords They devise and play a repeated sequence of pitches	Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how

							on a tuned instrument to accompany a song	the part will fit together
Composition and exploration	Compose (composition)	-Experiment with making sounds (voice and percussion).	-Help to compose a simple melody using one, two or three notes - To repeat (short rhythmic and melodic) patterns	-Compose short melodies using one, three or five different notes To order sounds to create a beginning, middle and end - To use symbols to represent sounds - To make connections between notations and musical sounds	-Create your own simple rhythm patterns using one, three or five different notes -To use different elements in their composition - To compose melodies and songs	-Help create at least one simple melody using one, three or all five different notes - To use notations to record and interpret sequences of pitches	-Create simple melodies using up to five different notes and simple rhythms - To compose music which meets specific criteria	-Compose own simple songs - To recognise that different forms of notation serve different purposes
	Explore (Improvisation)	-Practise improvising using voice and untuned instruments/body percussion through copy-back and answer games, etc.	-To explore: high and low sounds (pitch), long and short sounds (duration), loud and quiet sounds (dynamics), fast and slow sounds (tempo) - To make a sequence of sounds) - To make different sounds with their voice - To make different sounds with instruments	-Take it in turns to improvise using one or two notes. - To create music in response to - To choose sounds which create an effect	-Explore longer/shorter, faster/slower, higher/lower and louder/quieter sounds using percussion and voices - To create repeated patterns with different instruments - To create accompaniments for tunes - To combine different sounds to create a specific mood or feeling	-Explore different sounds to create particular effects -To use notations to record compositions in a small group or on their own	-Explore and develop ideas, using musical devices such as repetition or ostinato -To change sounds or organise them - To choose the most appropriate tempos for a piece of music differently to change the effect	-Improvise different sounds creating chords both concord and discord -To be able to use a variety of different musical devices (including melody, rhythms and chords)
	Challenge	To make different sounds using their voice	They can give a reason for choosing an instrument	Pupils can use simple structures in a piece of music They know that phrases are where we breathe in a song	Pupils understand metre in 2 and 3 beats; then 4 and 5 beats They understand how the use of tempo can provide contrast	Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales They can show how they can use dynamics to provide contrast	Pupils understand the relation between pulse and syncopated patterns They can identify (and use) how patterns of repetitions, contrasts	Pupils can show how a small change of tempo can make a piece of music more effective They use the full range of chromatic pitches to

					within a piece of music		and variations can be organised to give structure to a melody, rhythm, dynamic and timbre	build up chords, melodic lines and bass lines
Reflect, appraise and listen	Reflect and appraise	Identifies sounds as, e.g. environmental sounds or those that match instruments Recognises distinctive chunks of music and accurately anticipates changes. Increasingly joins in with regular songs or rhymes.	-Begin to use musical terms such as, louder/quieter, faster/slower and higher/lower -To respond to different moods in music	- To listen out for particular things when listening to music -Begin to use musical language when describing how the mood is created	-To choose a song and be able to talk about its lyrics and what the song is about -To improve their work explaining how it has improved - To use musical words to describe what they like and dislike	-When a child talks they use musical language -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, compare and evaluate music using musical vocabulary - To explain why they think their music is successful or unsuccessful	-Describe, using musical language, about the music and how it makes you feel - To be able to refine and improve their work - 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.
	Listen	Follows with eyes/turns head to a sound source. Attend to music all the way through.	-Listen to a piece of music and move in time to its beat.	-Respond through movement to different music. For example cheerfully, sadly, angrily etc	- To use musical words(the beat, rhythm, dynamic, tempo or melody) to describe a piece of music and compositions - To recognise the work of at least one famous composer	-Confidently identify and move to the pulse	-Identify features of expression within music, e.g. dynamics, melody, harmony, and tempo	-To talk about the musical dimensions they can hear working together in music/songs
	Challenge	To judge the work of others through reflection on ways to improve	They identify two types of sound happening at the same time	Pupils recognise sounds that move by steps and by leaps	Pupils can tell whether a change is gradual or sudden They identify	Pupils can identify how a change in timbre can change the effect of a piece of music	Pupils can explain how tempo changes the character of music They identify where a gradual	Pupils can appraise the introductions, interludes and endings for songs and

					repetition, contrasts and variations		change in dynamics has helped to shape a phrase of music	compositions they have created
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Subject content

EYFS	<p>Being imaginative Early Learning Goal: Children talk about their own ideas and processes, which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others.</p> <p>Pupils are given opportunities to;</p> <ul style="list-style-type: none">• Develop ideas and interests• Have specific foci for creative designs/purpose• Combine and change their creation purposefully reflecting and reviewing their work• Talk about the ideas and processes they have used in their own and others work• Recognise the strengths of their own work and others <p>Expected - The children are provided with an environment which is set up in such a way that promotes these opportunities and focus on representing their own ideas Expected - Pupils experiment with design - sometimes adult led but not making 'everyone the same' Exceeding - Pupils develop their ideas, make decisions, combine and change their ideas with a purpose to aligning their decision making processes and judging their own work and the work of others through reflection on ways to improve the work they have created</p> <p>Charanga: Listen & Respond (Listen & Appraise) The foundation of musical learning begins. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves. Afterwards, the teacher will ask simple questions. In each step there is the option to listen and respond to a different song or piece of music in a different style. This music is used to inspire imaginative movement, initially free and child-led movement, this grows to enable the teacher to teach the children to follow and copy instruction. The children begin to respond verbally and with movement.</p>
KS1	<p>KS1: Pupils are taught to:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and thymes 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 interrelated dimensions of music</p> <p>Charanga –</p>

	<p>Listen & Appraise All musical learning happens around the main unit song and children are appraised through Listen and Appraise using other related songs. Within each Listen & Appraise activity in each unit, the children stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity with conviction and fun! The questions on-screen, for each activity are: Do you like the song? What can you hear? What is the style of the music? How is the song put together?</p>
KS2	<p>Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating idea within musical structures and reproducing sounds from aural memory</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble context, 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 interrelated 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 <p>Charanga: Lower Key Stage 2, Year 5: Autumn and Spring</p> <p>Listen & Appraise</p> <p>All musical learning happens around the main unit song and children are appraised through Listen and Appraise using other related songs. Within each Listen & Appraise activity in each unit, the children stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity with conviction and fun! The questions on-screen, for each activity are: Do you like the song? What can you hear? What is the style of the music? How is the song put together?</p> <p>Year 5 Summer and Year 6 Listen & Appraise</p> <p>Again, each step has a Listen & Appraise section. All the pupils stand to listen to the song and move to the pulse On-screen questions are used:</p> <ul style="list-style-type: none"> ● How does this song make you feel? ● Does this song tell a story? ● What does the song make you think of? ● How old do you think this piece of music is? <p>Appraisal:</p> <p>After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear. These questions are for example from Pharrell Williams' song Happy:</p> <ul style="list-style-type: none"> ● Did the tempo stay the same all the way through the song? Yes, the tempo stayed the same.

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| | <ul style="list-style-type: none">● In music, dynamics means how loud or quiet the music is. What are the dynamics in this song? The music is louder in the chorus when all the instruments are playing together.● Can you identify the different instruments/voices that you heard? A solo male voice and backing vocals. Keyboard, bass and drums. The clapping in this song behaves like another instrument.● Did all the instruments and voices play or sing throughout the song? No. Pharrell, the male vocalist, sings throughout the song but the backing vocalists don't. The instrumentalists, apart from the bass player, drop out of the bridge sections.● What is the style of this music? Pop music with a Soul influence. |
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