

Progression of Music Paget Primary School KS1/2

Overview - Titles in bold are units from Charanga

Year 1



Progression of Skills in Music

Use of voice expressively and creatively			Play tuned and untuned instruments				Listen with concentration and understanding			Experiment with, create, select and combine sounds		
Explore the use of the voice in different ways such as speaking, singing and chanting	Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects	Find out how to sing with expression, confidence, and creativity to an audience	Play instruments showing an awareness of others	Repeat and investigate simple beats and rhythms	Learn to play sounds linking with symbols	Understand how to play an instrument with care and attention	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc).	Reflect on music and say how it makes people feel, act and move.	Respond to different composers and discuss different genres of music	Create a sequence of long and short sounds with help, including clapping longer rhythms.	Investigating making sounds that are very different (loud and quiet, high and low etc).	Explore own ideas and change as desired

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Hey You	Christmas production Rhythm in the way we walk	Instruments In the groove	Rhythm in the way we walk and banana rap	Round, Round Your Imagination	Reflect, rewind, replay

-Please be aware that Charanga does not cover all skills on the progression of skills. Some music skills will need to be taught in Topic lessons.

Year 2



Progression of Skills in Music

Use of voice expressively and creatively				Play tuned and untuned instruments			Listen with concentration and understanding			Experiment with, create, select and combine sounds		
To sing with a sense of shape for a melody	Represent sounds with symbols	Improvise making sounds with the voice	Perform using creativity and expression and create dramatic effect.	Perform patterns and accompaniments and recognise how sounds can be organized.	Play and use recorder/glockenspiel so they sound as they should.		can create different moods and communicate ideas.	Know how to improve own composition.	into different genres and instruments into different types.	Order sounds in a beginning, middle and end.	Use sounds to achieve effect/create short musical patterns.	Investigate long and short sounds and changes of pitch.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	Hands, Heart, feet African Music	(Christmas Production Ho Ho Ho – not Aut 2 due to COVID) Hands, Heart, feet	I wanna play in a band	Zootime	Friendship Song	Reflect, rewind, replay

Recorders and glockenspiel across the year	Ella Fitzgerald	African Music	Great Fire of London			
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Year 3



Progression of Skills in Music

Play and Perform				Improvise and compose music			Listen with attention to detail and recall sounds	Use and understand staff and other musical notation			Appreciate and understand a wide range of live and recorded music			Develop an understanding of the history of music	
Sing in tune/Begin to show control in voice when singing.	melodic and rhythmic parts on Steelpan and Djembe	Improvise repeated patterns.	Perform with confidence.	Compose music that combines musical elements.	Carefully choose and order sounds to achieve an effect.	musical patterns with long and short sequences and rhythmic phrases.	Listen to different types of composer/musicians and explore how sounds can be combined and used expressively.	Begin to learn to read musical notation.	Begin to know how many beats in a main melody and start to write and begin to know their symbols.	Begin to know the symbol for a rest in music.	Begin to recognise and identify instruments played.	Comment on likes and dislikes.	Recognise how musical elements can be used to compose music.	different purposes of music throughout history and other cultures.	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3 Whole class instrument teaching	Steel Pans and Djembe drums	Steel Pans and Djembe drums Let your spirit fly	Steel Pans and Djembe drums	Steel Pans and Djembe drums Three Little Birds	Steel Pans and Djembe drums	Steel Pans and Djembe drums

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Year 4



Progression of Skills in Music

Play and Perform			Improvise and compose music				Listen with attention to detail and recall	Use and understand staff and other musical notation			
Sing from memory with accurate pitch and control with an awareness of those around them.	Improvise repeated patterns growing in sophistication.	Play notes on instruments with care so they sound clear.	Compare music that combines several layers of sound, gaining an awareness of the effect.	Compose and perform melodies and songs. (inc ICT)	Choose, create, control and use sounds to create abstract effects.	Recognise and create repeated patterns with a range of instruments.	Create accompaniments for tunes.	Notice, analyse and explore ways sounds can be combined making comment on techniques used to create effect.	Recognise and use staff and musical notation when comparing.	Know how many beats in a minim, crotchet, breve and semibreve.	Know the symbol for a rest and use silence for effect.

Appreciate and understand a wide range of live and recorded music			Develop an understanding of the history of
and identify instruments /quantity and voices being	Compare music and express growing tastes in music.	musical elements can be used together to compose music.	sense of occasion affects the performance (historical/cultural)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4 Whole class instrument teaching	Violin or cornet	Christmas Production Violin or cornet	Violin or cornet Mamma Mia	Violin or cornet	Violin or cornet	Violin or cornet Lean On Me

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Year 5



Progression of Skills in Music

Play and Perform				Improvise and compose music			Listen with attention to detail and recall sounds		Use and understand staff and other musical notation		Appreciate and understand a wide range of live and recorded music		Develop an understanding of the history of music	
Sing along with an understanding of the relationship between lyric and melody and how different parts fit	Hold part in a round.	Perform songs in a way that reflects their meaning and the occasion.	Accompany by sustaining a drone or melodic patterns with simple instruments e.g. glockenspiel/cymbal.	Use the venue and occasion to create performances that are appreciated by the audience.	Compose by developing ideas within musical structures.	Improvise melodic and rhythmic phrases as part of a group performance.	Notice and explore the relationship between sounds.	Notice and explore how music reflects different intentions.	Know and use standard musical notation of a minim, crotchet, breve and quaver. Indicate how many beats to play.	musical stave and can work out the notes EGBDF and FACE. Draw a treble clef in the correct position.	Compare and evaluate different kinds of music using appropriate musical vocabulary.	Explain and evaluate how musical elements, features and styles can be used together to compare music.	Understand the different cultural meanings and purposes of music.	Use different venues and occasions to vary performance.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	Livin' On A Prayer	Classroom Jazz 1 (short) Viking music	Make you feel my love	The Fresh Prince of Bel-Air	Dancing In the Street	Ancient Greece

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Progression of Skills in Music

Play and Perform				Improvise and compose music		Listen with attention to detail and recall sounds		Use and understand staff and other musical notation			Appreciate and understand a wide range of live and recorded music	
Perform significant parts from memory and from notation refining and improving my own work.	Sing/play from memory with confidence, expression and in tune.	in part of a group, displaying a variety of techniques.	Sing a harmony part confidently and accurately.	Improvise melodic and rhythmic material within a given structure.	Create own musical patterns using melody, rhythm and chords.	Notice, comment on and compare musical devices and the relationship between sounds.	Notice, comment on explore how music reflects different intentions.	Use a variety of notation when comparing and performing. (different occasions)	Quickly read notes and know how many beats they represent.	Use a range of musical vocab when describing music e.g. pitch, texture, duration, dynamic, timbre and silence.	compare musical features, choosing appropriate musical	evaluate how musical elements, features and styles can be used

Develop an understanding of the history of music		
Notice and explore how music reflects time, place and culture.	Understand and express opinions on the cultural meaning and purposes of music including contemporary cultural.	Use different venues and occasions to vary performances.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	Chinese music	Happy	Victorian music	You've got a friend in me	Compose music for a range of purposes	WW2 music

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