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| Music Skills and Progression at Elburton – Charanga Structure. | | | | | | | |
| KS1 Skills | Y1 | Y2 | KS2 Skills | Y3 | Y4 | Y5 | Y6 |
| **Controlling Sounds through singing and playing (Play and Perform)** | | | | | | | |
| **Use voices**  **expressively** | Use voices in different  ways such as speaking,  singing and chanting | Use voices  expressively and  creatively.  To sing with the  sense of shape of the  melody | **Sing songs in**  **unison and two**  **parts** | To sing in unison,  becoming aware of  pitch. | To sing in unison  maintaining the  correct pitch and  using increasing  expression. | To sing in unison with  clear diction, controlled  pitch and sense of phrase. | To sing in solo, unison  and in parts with clear  diction, controlled pitch  and with sense of  phrase |
| **Play tuned**  **and un-tuned**  **instruments** | To create and choose  sounds  To perform simple  rhythmical patterns,  beginning to show an  awareness of pulse. | To create and choose  sounds for a specific  effect.  To perform  rhythmical patterns  and accompaniments,  keeping a steady  pulse. | **To play tuned and**  **un-tuned**  **instruments with**  **control and**  **accuracy** | To perform simple  rhythmic and  musical parts,  beginning to vary  the pitch with a  small range of  notes. | To play and perform  parts with an  increasing number of  notes, beginning to  show musical  expression by  changing dynamics. | To play and perform parts  in a range of solo and  ensemble contexts with  increasing accuracy and  expression. | To play and perform  with accuracy, fluency,  control and expression |
| **Rehearse and**  **perform with**  **others** | To think about others  when performing. | To think about others  while performing | **To practise,**  **rehearse and**  **present**  **performances with**  **an awareness of**  **the audience** | To think about  others while  performing. | To think about others  while performing. | To maintain my own part  and be aware how the  different parts fit together. | To think about the  audience when  performing and how to  create a specific effect. |
| **Creating and developing musical ideas (Create and Compose)** | | | | | | | |
| **Create**  **musical**  **patterns** | To know about and  experiment with sounds | Repeat short  rhythmic and melodic  patterns | **Improvise,**  **developing**  **rhythmic and**  **melodic material**  **when performing** | To create simple  rhythmical patterns  that use a small  range of notes. | To create rhythmical  and simple melodic  patterns using an  increased number of  notes. | To create increasingly  complicated rhythmic and  melodic phrases within  given structures. | To create and improvise  melodic and rhythmic  phrases as part of a  group performance and  compose by developing  ideas within a range of  given musical structures. |
| **Explore,**  **choose and**  **organise**  **sounds and**  **musical ideas** | To recognise and  explore how sounds  can be organised,  To identify and  organise sounds using  simple criteria e.g.  loud, soft, high low. | To Begin to explore  and choose and order  sounds using the  inter-related  dimensions of music\*. | **Explore, choose,**  **combine and**  **organise musical**  **ideas with musical**  **structures** | To begin to join  simple layers of  sound, e.g. a  background rhythm  and a solo melody. | To join layers of  sound, thinking about  musical dynamics of  each layer and  understanding the  effect. |
| **Responding and reviewing appraising skills** | | | | | | | |
| **Explore and**  **express ideas**  **and feelings**  **about music using**  **movement,**  **dance and**  **expressive**  **and musical**  **language.** | To talk about how  music makes you feel  or want to move.  E.g. it make to jump/sleep/shout  etc. | To respond to  different moods in  music and explain  thinking about changes in sound. | **Analyse and**  **compare sounds**  **Explore and explain ideas and**  **feelings about**  **music using**  **movement, dance**  **and expressive and**  **musical language.** | To explore and  comment on the  ways sounds can be  used expressively. | To recognise and  explore the ways  sounds can be  combined expressively and  comment on this  effect. | To describe, compare and  evaluate different types of  music beginning to use  musical words. | To describe, compare  and evaluate different  types of music using a  range of musical vocabulary including the  inter-related dimensions  of music\*. |
| **To make**  **improvements**  **to my own**  **work** | To think about and  make simple  suggestions about  what could make their  own work better. E.g:  play faster or louder. | To identify what  improvements could  be made to own  work and make these  changes, including  altering use of voice,  playing of and choice  of instruments. | **To reflect on and**  **improve own and**  **others work in**  **relation to its**  **intended effect** | To comment on the  effectiveness of  own work,  identifying and  making  improvements. | To comment on the  effectiveness of won  work, identifying and  making improvements  based on its intended  outcome. | To comment on the  success of own and others  work, suggesting  improvements based on  intended outcomes. | To evaluate the success  of own and others  work, suggesting  specific improvements  based on intended  outcomes and comment  on how this could be  achieved. |
| **To listen with**  **concentration**  **and recall**  **sounds within**  **increasing**  **aural**  **memory.** | To begin to identify  simple repeated  patterns and follow  basic musical  instructions. | To identify and  recognise repeated  patterns and follow a  wider range of  musical instructions | **To listen with**  **attention to detail**  **and to internalise**  **and recall sounds.** | To listen with  attention and begin  to recall sounds. | To listen to and recall  patterns of sounds  with increasing  accuracy. | To listen to and recall a  range of sounds and  patterns of sounds  confidently. | To listen to, internalise  and recall sounds and  patterns of sounds with  accuracy and  confidence. |
| **To know how**  **the combined**  **musical**  **elements of**  **pitch,**  **duration,**  **dynamics,**  **tempo,**  **tembre,**  **texture and**  **silence can be**  **organised**  **and used**  **expressively**  **within simple**  **structures.** | To begin to understand  that musical elements  can be used to create  different moods and  effects. | To understand how  musical elements  create different  moods and effects. | **To know how the**  **combined musical**  **elements of pitch,**  **duration,**  **dynamics, tempo,**  **timbre, texture**  **and silence can be**  **organised within**  **musical structures**  **and used to**  **communicate**  **different moods**  **and effects.** | To begin to  understand how  different musical  elements are  combined and used  to create an effect. | To understand how  different musical  elements are  combined and used  expressively. | To begin to identify the  relationship between  sounds and how music can  reflect different meanings. | To identify and explore  the relationship between  sounds and how music  can reflect different  meanings. |
| **To**  **understand**  **that sounds**  **can be made**  **in different**  **ways and**  **described**  **using given**  **and invented**  **signs and**  **symbols.** | To begin to represent  sounds with simple  sounds including shapes and marks. | To confidently  represent sounds with  a range of symbols, shapes or marks. | **To know that**  **music is produced**  **in different ways and described**  **through relevant**  **established and**  **invented**  **notations.** | To begin to  recognise simple  notations to represent music,  including pitch and  volume. | To understand and  begin to use  established and invented musical  notations to represent  music. | To recognise and use a  range of musical notations  including staff notation. | To use and apply a  range of musical  notations including staff notation, to plan, revise  and refine musical  material. |
| **To know how**  **music is used**  **for particular**  **purposes** | To listen to short,  simple pieces of music  and talk about when  and why they may  hear it. E.g: a lullaby  or Wedding march. | To listen to pieces of  music and discuss  where and when they  may be heard  explaining why using  simple musical  vocabulary. E.g. It’s  quiet and smooth so  it would be good for  a lullaby. | **To understand**  **how time and**  **place can influence**  **the way music is**  **created.** | To listen to and  begin to respond to  music drawn from  different traditions  and great  composers and  musicians. | To listen to,  understand a wide  range of high quality  live and recorded  music drawn from  different traditions,  great composers and  musicians. | To listen to a range of  high quality, live and  recorded music from  different traditions,  composers and musicians  and begin to discuss their  differences and how music  may have changed over  time. | To develop an  understanding of the  history of music from  different, cultures,  traditions, composers  and musicians  evaluating how venue,  occasion and purpose  effects the way that  music is created and  performed. |

**\*Inter-related dimensions of music (dynamics):**

**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.