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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 differentways such as speaking,singing and chanting | Use voicesexpressively andcreatively.To sing with thesense of shape of themelody | **Sing songs in****unison and two****parts** | To sing in unison,becoming aware ofpitch. | To sing in unisonmaintaining thecorrect pitch andusing increasingexpression. | To sing in unison withclear diction, controlledpitch and sense of phrase. | To sing in solo, unisonand in parts with cleardiction, controlled pitchand with sense ofphrase |
| **Play tuned****and un-tuned****instruments** | To create and choosesoundsTo perform simplerhythmical patterns,beginning to show anawareness of pulse. | To create and choosesounds for a specificeffect.To performrhythmical patternsand accompaniments,keeping a steadypulse. | **To play tuned and****un-tuned****instruments with****control and****accuracy** | To perform simplerhythmic andmusical parts,beginning to varythe pitch with asmall range ofnotes. | To play and performparts with anincreasing number ofnotes, beginning toshow musicalexpression bychanging dynamics. | To play and perform partsin a range of solo andensemble contexts withincreasing accuracy andexpression. | To play and performwith accuracy, fluency,control and expression |
| **Rehearse and****perform with****others** | To think about otherswhen performing. | To think about otherswhile performing | **To practise,****rehearse and****present****performances with****an awareness of****the audience** | To think aboutothers whileperforming. | To think about otherswhile performing. | To maintain my own partand be aware how thedifferent parts fit together. | To think about theaudience whenperforming and how tocreate a specific effect. |
| **Creating and developing musical ideas (Create and Compose)** |
| **Create****musical****patterns** | To know about andexperiment with sounds | Repeat shortrhythmic and melodicpatterns | **Improvise,****developing****rhythmic and****melodic material****when performing** | To create simplerhythmical patternsthat use a smallrange of notes. | To create rhythmicaland simple melodicpatterns using anincreased number ofnotes. | To create increasinglycomplicated rhythmic andmelodic phrases withingiven structures. | To create and improvisemelodic and rhythmicphrases as part of agroup performance andcompose by developingideas within a range ofgiven musical structures.  |
| **Explore,****choose and****organise****sounds and****musical ideas** | To recognise andexplore how soundscan be organised,To identify andorganise sounds usingsimple criteria e.g.loud, soft, high low. | To Begin to exploreand choose and ordersounds using theinter-relateddimensions of music\*. | **Explore, choose,****combine and****organise musical****ideas with musical****structures** | To begin to joinsimple layers ofsound, e.g. abackground rhythmand a solo melody. | To join layers ofsound, thinking aboutmusical dynamics ofeach layer andunderstanding theeffect. |
| **Responding and reviewing appraising skills** |
| **Explore and****express ideas****and feelings****about music using****movement,****dance and****expressive****and musical****language.** | To talk about howmusic makes you feelor want to move.E.g. it make to jump/sleep/shoutetc.  | To respond todifferent moods inmusic and explainthinking 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 andcomment on theways sounds can beused expressively. | To recognise andexplore the wayssounds can becombined expressively andcomment on thiseffect.  | To describe, compare andevaluate different types ofmusic beginning to usemusical words. | To describe, compareand evaluate differenttypes of music using arange of musical vocabulary including theinter-related dimensionsof music\*.  |
| **To make****improvements****to my own****work** | To think about andmake simplesuggestions aboutwhat could make theirown work better. E.g:play faster or louder. | To identify whatimprovements couldbe made to ownwork and make thesechanges, includingaltering use of voice,playing of and choiceof instruments. | **To reflect on and****improve own and****others work in****relation to its****intended effect** | To comment on theeffectiveness ofown work,identifying andmakingimprovements. | To comment on theeffectiveness of wonwork, identifying andmaking improvementsbased on its intendedoutcome. | To comment on thesuccess of own and otherswork, suggestingimprovements based onintended outcomes. | To evaluate the successof own and otherswork, suggestingspecific improvementsbased on intendedoutcomes and commenton how this could beachieved. |
| **To listen with****concentration****and recall****sounds within****increasing****aural****memory.** | To begin to identifysimple repeatedpatterns and followbasic musicalinstructions. | To identify andrecognise repeatedpatterns and follow awider range ofmusical instructions | **To listen with****attention to detail****and to internalise****and recall sounds.** | To listen withattention and beginto recall sounds. | To listen to and recallpatterns of soundswith increasingaccuracy. | To listen to and recall arange of sounds andpatterns of soundsconfidently. | To listen to, internaliseand recall sounds andpatterns of sounds withaccuracy andconfidence. |
| **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 understandthat musical elementscan be used to createdifferent moods andeffects. | To understand howmusical elementscreate differentmoods 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 tounderstand howdifferent musicalelements arecombined and usedto create an effect. | To understand howdifferent musicalelements arecombined and usedexpressively. | To begin to identify therelationship betweensounds and how music canreflect different meanings. | To identify and explorethe relationship betweensounds and how musiccan reflect differentmeanings. |
| **To****understand****that sounds****can be made****in different****ways and****described****using given****and invented****signs and****symbols.** | To begin to representsounds with simplesounds including shapes and marks. | To confidentlyrepresent sounds witha 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 torecognise simplenotations to represent music,including pitch andvolume.  | To understand andbegin to useestablished and invented musicalnotations to representmusic. | To recognise and use arange of musical notationsincluding staff notation. | To use and apply arange of musicalnotations including staff notation, to plan, reviseand refine musicalmaterial. |
| **To know how****music is used****for particular****purposes** | To listen to short,simple pieces of musicand talk about whenand why they mayhear it. E.g: a lullabyor Wedding march. | To listen to pieces ofmusic and discusswhere and when theymay be heardexplaining why usingsimple musicalvocabulary. E.g. It’squiet and smooth soit would be good fora lullaby. | **To understand****how time and****place can influence****the way music is****created.** | To listen to andbegin to respond tomusic drawn fromdifferent traditionsand greatcomposers andmusicians. | To listen to,understand a widerange of high qualitylive and recordedmusic drawn fromdifferent traditions,great composers andmusicians. | To listen to a range ofhigh quality, live andrecorded music fromdifferent traditions,composers and musiciansand begin to discuss theirdifferences and how musicmay have changed overtime. | To develop anunderstanding of thehistory of music fromdifferent, cultures,traditions, composersand musiciansevaluating how venue,occasion and purposeeffects the way thatmusic is created andperformed. |

**\*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.