



Wallsend Jubilee Primary School

Skills Progression:

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none">Creates own sounds, often with a beginning and endOften sings entire songsMerges elements of familiar songs with improvised singingCreates sounds in verbal sound gamesChanges some or all of the words of a songHas a strong preference for songs they like / dislike	<ul style="list-style-type: none">Pitch matchesAble to sing melodic shape of familiar songsSings entire songs including longer songsMay enjoy performing solo or in groupsSings songs in head	<ul style="list-style-type: none">speak and chant togethersing in time to a steady beatco-ordinate actions to go with a songfollow simple signals: stop/startsing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoymentperform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singingsing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)	<ul style="list-style-type: none">sing a variety of songs with more accuracy of pitchecho short sung melodic phrasesidentify if pitch is getting higher/lower/staying the samesing words clearly and breathing at the end of phrasesconvey the mood or meaning of the songfollow a leader (teacher) starting and stopping togethersing with a sense of control of dynamics [volume] and tempo [speed]demonstrate some confidence in performing as a group and as an individual	<ul style="list-style-type: none">sing songs in a variety of styles with confidenceshow increasing awareness of pitch and awareness of the shape of a melodycompose words and actions to go with songsimitate increasingly longer sung phrases with accuracysing with an awareness of the phrases in a songunderstand that posture, breathing and diction are importantchant or sing a round in two partssing songs with a recognised structure (verse and chorus/ call and response)follow simple hand directions from a leaderperform with an awareness of others	<ul style="list-style-type: none">sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melodycopy short phrases and be able to sing up and down in step independentlyidentify whether a song has a verse/chorus or call and response structuresing two/three part rounds with more confidence and increasing pitch accuracysing confidently as part of a small group or solo being aware of posture and good dictionfollow a leader, stopping / starting, playing faster/ slower and louder / quieterperform to an audience of adults, an assembly or other classes with increasing confidence	<ul style="list-style-type: none">sing songs in a wide variety of styles, showing accuracy and expressionsing as part of three-part round: sing a second part with increasing confidencerecognise and talk about specific styles/traditions with growing awareness of musical similarities/ differencessing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)perform a song showing an awareness of phrasing and the shape of the melodysing independently with increasing confidence and accuracy	<ul style="list-style-type: none">sing confidently in a wide variety of styles with expressioncommunicate the meaning/mood of a songsing a simple second part of a two-part song: maintain own part in a round with confidenceperform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion
Playing	<ul style="list-style-type: none">Adds sound effects to stories using instrumentsLeads or is led by other children in music making, i.e. being a conductorListens and responds to others in pair / group music makingOperates equipment such as CD players, keyboardsPlays instruments with control to play loud, quiet, fast, slowShows control to hold and play instruments to produce a musical	<ul style="list-style-type: none">Creates music based on a themeFinds and records sounds using devicesPlays instruments (including imaginary ones) to match the structure of the musicKeeps a steady beat while playing instrumentsTaps rhythms to accompany wordsCreates rhythms using instruments and body percussion	Percussion (untuned) instruments <ul style="list-style-type: none">Know the difference between tuned and untuned instrumentsPlay a variety of untuned percussion instruments keeping a steady beat/pulseComment on the different sounds that different instruments can makeFollow teachers instructions to start and stop playing	Glockenspiel 1 – Charanga <ul style="list-style-type: none">Practise technique for making a clear sound on the glockenspielKnow that notes get higher as they move towards the rightPractise playing basic melodies by following teacher lead using staff notation where appropriatePlay as a part of a group or ensemblePractise and rehearse to show improvementPerform within the context of a song	Glockenspiel 2 – Charanga <ul style="list-style-type: none">To begin to understand which notes on the glockenspiel sound good togetherPlay differentiated parts on a tuned instrument as part of the melody of the song from memory or using notationPlay confidently as a part of a group or ensembleRehearse and perform a part within the context of the songShow improvement after careful rehearsal	Recorders – Charanga <ul style="list-style-type: none">Hold the recorder correctlyUnderstand how to make a controlled soundHold and play the note BPlay rhythmic patterns using the note BPlay in time with a backing trackRecognise B on the stave and play crotchetsHold and play the note AMove confidently between B and AHold and play the note GPlay simple melodies using B, A and G	Ukulele – Charanga <ul style="list-style-type: none">Name the parts of a ukulele – including strings, frets, neck, head, sound hole, finger/fret boardKnow that a chord is when more than one note is played at the same time.Make and play C chordStrum in time with the pulse/beatPlay Am chordPlay two fingered F chordChange chord from C to F and back again	Guitars – Charanga <ul style="list-style-type: none">Name different parts of the guitar – strings, frets, neck, sound hole, finger boardKnow how to hold a guitarLearn the names of the open stringsExperiment with picking individual strings and strumming multiple stringsMake and play an easy C chordStrum in time with a steady pulse/beatMake and play an easy G chord

	<p>sound e.g. holding a triangle and playing a beater</p>	<ul style="list-style-type: none"> Plays along to the beat of the song they are singing / music they are listening to Performs patterns and group soundscapes Follow and lead as a conductor to change tempo or dynamics and for groups to stop and start Explore tuned percussion such as push bells, chime bars or boomwhackers and describe the effects or patterns they create. 			<ul style="list-style-type: none"> Perform a whole song or part of a song to a small audience Listen carefully to instructions relating to performance 	<ul style="list-style-type: none"> Confidently change between notes Hold and play high C Recognise B, A, G and high C on the stave Learn a variety of simple songs using learned notes 	<ul style="list-style-type: none"> To learn three fingered Dm chord To change chord from C to Dm and back again Make and play G7 chord Develop confidence changing between chords Play a chord sequence (Progression) of up to three known chords. 	<ul style="list-style-type: none"> Change between C and G chords Learn full chords such as D and Em Develop confidence when switching between chords Learn and play a variety of famous melodies and riffs
Listening	<ul style="list-style-type: none"> Identifies less familiar environmental sounds Can identify and match instrumental sound may associate music with types of people or places Match music to pictures Name and describe the sound of instruments (Scratchy, soft) Creates representations of sounds i.e. mark making to music Listens and responds verbally or through spontaneous movement to a wide range of music Demonstrate understanding of clear changes in tempo with hand gestures, body actions 	<ul style="list-style-type: none"> Can think abstractly about music and express this verbally or physically, such as “this music sounds like dinosaurs Compares pieces of music eg “this music started fast then went slow.” Suggest own interpretations of timbre, tempo and mood of new pieces using everyday language. Associates genres of music with characters and stories Accurately anticipates changes in music eg when it is getting faster, louder, slower Identify sounds of a wider range of percussion instruments, and some other common instruments and describe sounds Recognise music linked to characters or stories such as those from films or television 	<ul style="list-style-type: none"> Respond to different moods in music saying how music makes them feel Choose sounds to illustrate different moods Recognise repeating patterns/ ideas when listening to music Follow instructions about performing – when to play and sing Develop an understanding of the interrelated elements of music – pulse, rhythm, pitch, dynamics, tempo, timbre and structure 	<ul style="list-style-type: none"> Improve their own work Recognise repeating patterns/ ideas when listening to music Follow instructions about performing – when to play/sing/breathe/be louder etc Develop an understanding of the interrelated elements of music – pulse, rhythm, pitch, dynamics, tempo, timbre and structure 	<ul style="list-style-type: none"> Use musical vocabulary to describe a piece of music discussing their likes/dislikes Improve their work stating how it has been improved Recognise the work of at least one famous composer showing awareness of when it was written Develop an understanding of the interrelated elements of music – pulse, rhythm, pitch, dynamics, tempo, timbre and structure by listening to a variety of musical styles and genres 	<ul style="list-style-type: none"> Identify, using musical vocabulary, the different purposes of music Explain the how silence can effect a musical piece or idea Begin to recognise the differences of eras in music Develop an understanding of the interrelated elements of music – pulse, rhythm, pitch, dynamics, tempo, timbre and structure by listening to a variety of musical styles and genres 	<ul style="list-style-type: none"> Improve their own work and suggest improvements to the work of others Use standard musical notation to record their ideas Evaluate their work, using appropriate musical vocabulary stating what was successful/unsuccessful and why Develop an understanding of the interrelated elements of music – pulse, rhythm, pitch, dynamics, tempo, timbre and structure by listening to a variety of musical styles and genres 	<ul style="list-style-type: none"> Identify different musical devices in a variety of musical genres and show some awareness of the influence and place music has had in society over time Improve their work Develop an understanding of the interrelated elements of music – pulse, rhythm, pitch, dynamics, tempo, timbre and structure by listening to a variety of musical styles and genres

		<ul style="list-style-type: none"> Respond to music through mark making, drawing, gesture and dance Accompany some pieces using percussion instruments, demonstrating changes in tempo and dynamics 						
Composing and Improvising	.	<ul style="list-style-type: none"> Create own short songs, playing with repeated lines and enjoying word play against known melodies 	<p>By the end of year 1, pupils should be able to:</p> <ul style="list-style-type: none"> Add sound effects to a story Choose musical sound effects to follow a story line or match a picture Use graphics/symbols to portray the sounds they have made Sequence these symbols to make a simple structure (score) Compose own sequence of sounds without help and perform. 	<p>By the end of year 2, pupils should be able to compose:</p> <ul style="list-style-type: none"> Short melodic phrases Short repeated rhythmic patterns (ostinati) Rhythm patterns from words A piece of music that has a beginning, middle and end (structure) Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups Music that conveys different moods. 	<p>By the end of year 3, pupils should be able to compose:</p> <ul style="list-style-type: none"> Words and actions to go with songs A simple rhythmic accompaniment to go with a song, using ostinato patterns Music that has a recognisable structure; beginning, middle and end or verse/chorus Music that tells a story, paints a picture or creates a mood Music that uses repetition /echo. 	<p>By the end of year 4, pupils should be able to compose:</p> <ul style="list-style-type: none"> A simple rhythmic accompaniment to a song A simple melody from a selected group of notes (i.e. a pentatonic scale) Music that has a recognisable structure A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect Arrange a song using tuned and untuned accompaniments and perform to an audience. 	<p>By the end of year 5, should be able to:</p> <ul style="list-style-type: none"> Create own simple songs reflecting the meaning of the words Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment Arrange a song for class performance with an appropriate pitched and unpitched accompaniment Refine own compositions after discussion Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions 	<p>By the end of year 5, should be able to:</p> <ul style="list-style-type: none"> Create own simple songs reflecting the meaning of the words Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment Arrange a song for class performance with an appropriate pitched and unpitched accompaniment Refine own compositions after discussion Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/ipads/tablets/mp3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions
Notation (Many elements of notation will be taught through ‘playing’ section)			<ul style="list-style-type: none"> Understand that music can be written down and read Musical notes and symbols have meaning and can be read by musicians when they play 	<ul style="list-style-type: none"> Recognise and respond to simple notation Notes in standard musical notation are written on a stave, which tells the musician the pitch (how high or low) of the note. The way a note is drawn tells the musician the duration of the note 	<ul style="list-style-type: none"> A crotchet lasts for one beat, a minim lasts for two beats and a semibreve lasts for four beats. Standard notation also uses rests to tell a musician when not to play Begin to identify notes on the stave (EGBDF and FACE) 	<ul style="list-style-type: none"> Build on knowledge of crotchets, minims and semi-breves by introducing quavers – 2 notes for one beat Develop confidence when identifying notes on the stave (EGBDF and FACE) 	<ul style="list-style-type: none"> Use standard notation to perform and write music Bar lines separate the notes into groups Show an understanding of basic time signatures such as 4/4 and ¾ 	<ul style="list-style-type: none"> Use features of standard notation when composing. Have a basic understanding of the harmonic and rhythmic value of notes on the stave

							<ul style="list-style-type: none">• Understand standard musical notation symbols for dynamics, such as: piano (p) - softly and forte (f) - loudly	
Organisation and Communication	Charanga, Singup and Music Development Matters in the Early Years	Charanga, Singup and Music Development Matters in the Early Years	Charanga and Singup	Charanga and Singup	Charanga and Singup	Charanga and Singup	Charanga and Singup	Charanga and Singup
Overarching vocabulary	<ul style="list-style-type: none">• Fast• Slow• Loud• Quiet• Pitch• Perform	<ul style="list-style-type: none">• Fast• Slow• Loud• Quiet• Pitch• Perform• Pulse/beat	<ul style="list-style-type: none">• Melody (tune)• Percussion• Pitch• Perform• Pulse• Rhythm• Tempo	<ul style="list-style-type: none">• Melody (tune)• Percussion• Pitch• Perform• Pulse• Rhythm• Tempo• Bar• Crotchet• Quaver• Rest	<ul style="list-style-type: none">• Melody (tune)• Percussion• Pitch• Perform• Pulse• Rhythm• Tempo• Bar• Crotchet• Quaver• Rest• Minim• Unison• Notation• Compose• Improvise	<ul style="list-style-type: none">• Melody (tune)• Percussion• Pitch• Perform• Pulse• Rhythm• Tempo• Bar• Crotchet• Quaver• Rest• Minim• Unison• Notation• Compose• Improvise• Chord• Chord progression• Solo	<ul style="list-style-type: none">• Melody (tune)• Percussion• Pitch• Perform• Pulse• Rhythm• Tempo• Bar• Crotchet• Quaver• Rest• Minim• Unison• Notation• Compose• Improvise• Chord• Chord progression• Solo• Dynamics• Syncopation	<ul style="list-style-type: none">• Melody (tune)• Percussion• Pitch• Perform• Pulse• Rhythm• Tempo• Bar• Crotchet• Quaver• Rest• Minim• Unison• Notation• Compose• Improvise• Chord• Chord progression• Solo• Dynamics• Syncopation