

Music Skills Progression Document - Years 1- 6

At Regis Manor music is highly valued as we know it equips children with skills that help them across all areas of learning. This includes:

- Building a community by learning how to work together as a team
- Develop an understanding of culture and self
- A sense of achievement outside of 'academic' subjects
- Developed self-confidence
- Increased coordination and fine motor skills
- Learning pattern and rhythm
- Developed memory through composition and performance
- Emotional development and greater self-esteem
- Music is fun! It brings everyone together and fosters a positive environment for all

National Curriculum Expectations	
Key Stage 1 pupils should be taught to:	Key Stage 2 pupils should be taught to:
<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>

Year Group	Listening and Appraisal	Learn to Play	Composing	Singing	Performance
	<p>Listening to music can reduce stress and allows an insight into what a composer was thinking.</p>	<p>We believe that learning to play instruments is incredibly important and every child will have the chance to do this as part of whole class teaching.</p> <p>There are also opportunities for children to expand this in woodwind or brass instruments. This is alongside opportunities for solo and group performances.</p>	<p>The art of learning to make sound to convey feelings and emotions.</p> <p>This includes using computers to compose musical elements.</p>	<p>Singing is fun, encourages good breathing, social engagement and teamwork. We know it impacts our understanding of culture and world events. We build opportunities for children to sing solo and in small groups where appropriate</p>	<p>Performing in a range of contexts is important to us. These range from the classroom, class assemblies to musical events (e.g. Remembrance, Easter, Christmas)</p> <p>There are opportunities to perform with the choir for children in KS1 and KS2</p>

<p>1</p>	<ul style="list-style-type: none"> *Listen to a range of sounds, music and styles. *Express a like or dislike and give basic reasons why. *Know that music can be used for affect to convey feelings / emotion. *Hear basic dynamics. *Hear the pulse of music. *Start to recognise instruments. *Know how sounds are made and changed. 	<ul style="list-style-type: none"> *Copy basic rhythms. *Hold a beater / instrument correctly. *Show care and respect to an instrument. *Use a range of classroom instruments. *Play instruments loudly and quietly. *Follow basic instructions from a leader. 	<ul style="list-style-type: none"> *Create a simple chant / rhythm. *Improvise simple patterns in response to a variety of stimuli. *Develop basic recording strategies (pictorial). *Begin to develop repetition. *Follow instructions from a leader (e.g. start, stop, volume). 	<ul style="list-style-type: none"> *Sing simple songs together with actions. *Add simple accompaniments. *Remember songs. *Control long and short sounds. *Create own lyrics to a known song. *Recognise rhyme and repetition. *Begin singing in a round. *Begin to feel the beat to sing in time. *Sing some songs unaccompanied. 	<ul style="list-style-type: none"> *Show basic performances and listen to other performances in class and larger groups. *Begin to gain an understanding of the importance of audience. *Perform with confidence. *Listen to others' performances and offer supportive feedback. *Begin to add signs to songs.
<p>2</p>	<ul style="list-style-type: none"> *Listen to a range of sounds, music and styles. *Compare music styles with basic comparisons (e.g. fast/slow). *Identify classroom instruments and know their sounds and that sounds can vary. *Identify the pulse in music. *Know that music is 	<ul style="list-style-type: none"> *Play a basic tune using a tuned instrument (ocarina). *Begin to control breath. *Read pictorial notation. *Follow a beat. Continue to play classroom instruments for accompaniment. *Begin to use dynamics. *Play long and short 	<ul style="list-style-type: none"> *Begin to select instruments for effect (including how that instrument is played). *Develop linear notation to structure composition. *Create a sequence of sound. *Refine skills in playing an instrument well and with care. 	<ul style="list-style-type: none"> *Singing in a round - together and in unison. *Begin to understand posture and how it affects singing. *Begin understanding breathing techniques. *Understand beginning of range - i.e. high/low. *Understand the importance of warming up. 	<ul style="list-style-type: none"> *Show basic performances and listen to other performances in class and larger groups. *Develop and build confidence in performing in small groups. *Perform as a group with instructions from a leader (to a range of audiences using actions and

	<p>used in history and culture. *Recall a tune/rhythmic pattern.</p>	<p>notes. *Follow basic instructions from a leader.</p>			<p>instruments). *Practice and maintain a performance. *Listen to others' performances and offer supportive feedback.</p>
3	<p>*Listen to a range of sounds, music and styles. *Express a like or dislike with reasons. *Introduce the orchestra and discuss the timbre. *Understand the difference between pulse and rhythm. *Begin to understand the layers of sound (texture), including the use of silence. *Start to appraise music - what went well etc (including self, others and more). *Know and describe how music is in history and culture (related to topic or cultural events)</p>	<p>*Learn to play a tuned instrument (recorder). *Begin to read formal notation. *Use dynamics for effect. *Play notes of different duration. *Begin to understand musical vocabulary for notes. *Follow basic instructions from a leader.</p>	<p>*Begin to select instruments for effect (including how that instrument is played). *Develop layered form of notation. (informal/graphic) *Follow a graphic score. *Create repeating patterns (ostinato).</p>	<p>*Extend singing into small and large groups. *Understand the timing in songs and rests. *Feel the beat. *Understand melody and range (pitch, duration, rhythm, timbre, texture and dynamics). *Practice breathing and posture. *Sing in tune and with control. *Pronounce words in songs clearly.</p>	<p>*Work together as part of a group remembering the importance of starting and finishing together. *Perform as a group with instructions from a leader (to a range of audiences using actions and instruments). *Listen to others' performances and offer supportive feedback.</p>

<p>4</p>	<ul style="list-style-type: none"> *Listen to a range of sounds, music and styles. *Identify changes in music (tempo, pitch, musical elements). *Begin to use terms like pitch. *Begin to identify musical instruments within music. *Begin to discuss texture. *Discuss the affect music has on mood and feelings. *Understand that music can have a sense of occasion. *Know and describe how music is in history and culture (related to topic and cultural events) 	<ul style="list-style-type: none"> *Learn to play a tuned instrument (recorder). *Begin to read formal notation. *Use dynamics for effect. *Play notes of different duration. *Begin to understand musical vocabulary for notes. *Follow basic instructions from a leader. 	<ul style="list-style-type: none"> *Select instrument to form a group .composition for effect *Identify the best way to play an instrument for effect. *Begin to identify and discuss the use of the musical elements in their compositions (e.g. dynamics and texture). *Compose basic melodies and accompaniments to songs. *Lead a group (start, stop, control dynamics). 	<ul style="list-style-type: none"> *To sing a range of songs from different backgrounds. *Begin to explore how we can use voices in different ways. *To understand how posture affects voice. *To be able to control our breathing for effect. *To confidently sing unaccompanied. *To understand dynamics in singing. 	<ul style="list-style-type: none"> *Work together as part of a group remembering the importance of starting and finishing together. *Understand the context of a song and how this affects its performance. *Listen to others' performances and offer supportive feedback.
<p>5</p>	<ul style="list-style-type: none"> *Listen to a range of sounds, music and styles. *Express a like or dislike and respond referring to musical elements. *Use the correct musical terminology to 	<ul style="list-style-type: none"> *Learn a tuned instrument (ukelele). *Strum basic rhythmic patterns. *Follow basic chord structure. *Sing whilst playing. *Know the correct 	<ul style="list-style-type: none"> *Compose lyrics for effect (to an existing or new song). *Use musical elements to inform composition. *Compose musical melodies using 4/5 notes. 	<ul style="list-style-type: none"> *To be able to sing key changes. *To show control in my singing and expression. *To be able to sing a variety of songs. 	<ul style="list-style-type: none"> *Begin to add emotion for effect. *Understand the context of a song and how this affects its performance. *Listen to others' performances and

	<p>describe what I am hearing.</p> <ul style="list-style-type: none"> *Know how pulse, rhythm and pitch work together. *Discuss texture referring to a range of instruments. *Hear and identify cyclical patterns. *Know and describe how music is in history and culture. (related to topic and cultural events). 	<p>posture and hand position while holding an instrument.</p> <ul style="list-style-type: none"> *Follow basic instructions from a leader. 	<ul style="list-style-type: none"> *Begin to experiment with composing using formal notation for tuned instruments. *Begin to improvise for effect. 		<p>offer supportive feedback.</p>
6	<ul style="list-style-type: none"> *Listen to a range of sounds, music and styles. *Refine and improve own and others work. *Support peers/self through critically evaluating own/others compositions. *Understand how lyrics affect a piece of music. *Work out how harmonies are used. *Know and describe how music is in history and culture. (related 	<ul style="list-style-type: none"> *Learn a tuned instrument (ukelele). *Read formal notation. *Strum basic rhythmic patterns with confidence and fluency. *Follow basic chord structure. *Sing whilst playing. *Know the correct posture and hand position while holding an instrument. *Follow basic instructions from a leader. 	<ul style="list-style-type: none"> *Compose lyrics for effect (to an existing or new song). *Confidence, thought and imagination in selecting sounds and structuring compositions to convey an idea. *Confidently use a range of techniques to inform their composition. *Lead a group to improvise and follow a basic score for effect. 	<ul style="list-style-type: none"> *To sing in canon, parts and simple harmony. *To control my volume and pitch (in small and large groups). *Understand key features of singing and use for some effect. *Begin to recognise the beat (and off-beat) to more complex songs. 	<ul style="list-style-type: none"> *Perform to a range of audiences and occasions. *Understand the context of a song and how this affects its performance. *Listen to others' performances and offer supportive feedback. *Use signing throughout the performance of a song.

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Example songs by phase as a guide to level of challenge:

<p>Year 1/2</p> <p><i>Topic Related Songs</i> <i>Songs with much repetition</i> <i>Songs which follow children's interests/related to the seasons/yearly events</i> <i>Many traditional songs without accompaniment.</i> If You're Happy and you Know it Heads, Shoulders, Knees and Toes BINGO Paintbox Row, Row, Row your boat Lunchtime Queue - 'A Combined Harvest' Bean Bag Rock - 'Tumble Tots Action Songs' The Tadpole Song - 'Spring Assembly Songs' Spring Chicken - 'Songs for Every Easter' The Seed Song - 'Spring Assembly Songs'</p>	<p>Year 3/4</p> <p><i>Topic Related Songs</i> <i>Songs which follow children's interests/related to the seasons/yearly events</i> Just Sing - 'Songs for Every Singing School' Sing Anyway - 'Songs for Every Singing School' The Chocolate Song - 'Songs for Every Easter' Song for every day - single song from Out of the Ark. You've got a Friend in me The Tadpole Song - 'Spring Assembly Songs' The School Rule Song - 'Songs for Every Assembly' Give it all You've Got - 'Songs for Every Assembly' The Sweaty Song - 'Summer Assembly Songs' Start the Celebrations - 'Summer Assembly Songs'</p>	<p>Year 5/6</p> <p><i>Topic Related Songs</i> <i>Songs which follow children's interests/related to the seasons/yearly events</i> Harvest Samba - 'A Combined Harvest' Conkers - 'A Combined Harvest' Living and Learning - 'Songs for Every Assembly' Sun Arise - 'Songs for Every Singing School' Take a major scale - 'Songs for Every Singing School' So Long, Farewell, Cheerio! - 'Summer Assembly Songs'</p>
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	Wake up - <i>'Songs for Every Assembly'</i> Together - <i>'Songs for Every Assembly'</i>				
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