



## Churchside Federation Music Skills Progression Ladder



### Music Skill and Learning Progression

Golden Threads	Listening	Performing	Theory and composing
<b>Nursery and Reception</b>	To listen to school and nursery rhymes and be able to describe them using simple terms.	To sing short chants songs and rhymes. To use voice to communicate (non-musical included). To sing and recall phonics songs.	To match phonics symbols and motions to songs. To understand that music exists in the world around us.
<b>Year One</b>	To listen to different styles of music and describe it in simple terms (fast, slow, loud, quiet). To identify the pulse of music whilst listening to it.	To sing simple songs, chants and rhymes and begin to recall these, To know when and when not to play. To copy back simple rhythms on non-tuned percussion. To keep a steady pulse. To combine simple rhythms and pulse in a group.	To create a simple rhythm. To choose appropriate sounds to match a picture or story. To understand that sounds can be represented by pictures and symbols.
<b>Year Two</b>	To listen to music and use simple adjectives to describe the tempo, dynamics, timbre and instruments used. To join in with keeping the pulse of music whilst it is playing and being muted.	To sing songs expressively. To have an awareness of pitch and be able to manipulate this. To know and be able to recall and sing a range of songs, chants and rhymes. To play simple melodies on tuned percussion. To repeat simple rhythms over and over and know this is called an ostinato. To combine two simple rhythms in a group. To use a range of body percussion and	To understand the terms: tempo, dynamics, timbre, ostinato. To use instruments to create simple rhythmic and melodic patterns. To represent simple rhythms using non-musical notation symbols (dots and dashes). To represent changes in pitch with graphic notation (arrows). To know the difference between rhythm and pulse.



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		different percussion instruments (tuned and non-tuned).	
<b>Year Three</b>	<p>To listen to music for longer periods.</p> <p>To listen to a short sequence and sing or play it back.</p> <p>To comment on music using the terms pitch, tempo and beat.</p>	<p>To be able to clap simple rhythms from stave notation (crotchets, quavers and rests).</p> <p>To improvise short patterns using the voice, tuned and non-tuned percussion.</p> <p>To play melodies using tuned percussion from simple treble stave notation.</p> <p>To clap back more complex rhythms and combine with pulse in a group.</p> <p>To sing with a greater awareness of expression and pitch. For example, controlling the dynamics.</p> <p>To sing simple rounds and canons.</p>	<p>To understand the terms pitch, tempo and beat.</p> <p>To understand that the stave is five lines and each line and space represents a different pitched note.</p> <p>To accurately give note names for crotchets and quavers and know the value of each.</p> <p>To invent simple rhythmic and melodic sequences.</p> <p>To notate simple rhythms using crotchets, quavers and rests.</p>
<b>Year Four</b>	<p>To comment on likes and dislikes of music using musical vocabulary to explain these feelings.</p> <p>To comment on music using the terms: duration, timbre, pitch, beat, tempo and texture.</p> <p>To listen to more complex melodic and rhythmic patterns and accurately play or sing them back.</p>	<p>To play and perform using a range of tuned and non-tuned percussion, using stave notation where appropriate.</p> <p>To perform with an audience in mind.</p> <p>To sing with fluency and accuracy of pitch.</p> <p>To maintain own parts when singing rounds, canons and part songs.</p>	<p>To understand the terms duration, timbre, pitch, beat, tempo and texture.</p> <p>To accurately name and use the notes on a treble stave.</p> <p>To recognise and name the treble clef and time signature.</p> <p>To accurately give note names for crotchets, quavers, minims, semi minims and dotted breves.</p> <p>To invent simple rhythms that may repeat and, with support, note these using musical notation.</p> <p>To compose music for a given stimulus.</p> <p>To confidently improvise rhythmic and melodic patterns using the voice and instruments.</p>



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<p><b>Year Five</b></p>	<p>To listen to music for extended periods and comment using a range of musical vocabulary. To understand that music often reflects cultural context. To begin to recognise the works of great composers.</p>	<p>To play longer melodies and, as a group, combine simple melodies in two parts. To play from treble notation with greater fluency. To sing more complex songs, understanding how one part contributes to the overall effect.</p>	<p>To understand the terms duration, timbre, pitch, beat, tempo, texture, dynamics, and time signature. To understand that the treble stave is part of a grand stave, and recognise that the lower notes use the bass clef. To invent more complex rhythms and accurately notate these using bar lines to separate measures. To understand a time signature and be able to tell if there are the right number of beats per bar.</p>
<p><b>Year Six</b></p>	<p>To comment on music heard using an extensive musical vocabulary, including all of the musical elements. To understand that music is often created for occasions, cultural reasons, or to reflect current society. To identify some works by the great composers and understand their place in history.</p>	<p>To play and perform using musical elements such as duration, tempo and dynamics to good effect. To play and demonstrate a good understanding of treble stave notation. To sing with accurate pitch, fluency and expression.</p>	<p>To understand the terms duration, timbre, pitch, beat, tempo, texture, dynamics, time signature and structure. To understand how music has changed as newer musical instruments have been invented over time. To invent simple melodies and independently notate these on the treble stave. To understand the term chord as a triad of notes, and how these are represented on a treble stave.</p>



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## Learning progression

Depth of learning through Charanga Musical School



### National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."

