



Musical Skills Progression

	30-50 months	40-60+ months
Hearing and Listening	<p>Can identify and match an instrumental sound, eg a shaker. Matches music to pictures/visual resources. Describes the sound of instruments eg scratchy, soft Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.</p>	<p>Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” Associates genres of music with characters and stories. Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.</p>
Vocalising and Singing	<p>Creates his or her own songs, often with a real sense of structure, eg a beginning and an end. Can often sing an entire song Merges elements of familiar songs with improvised singing. Creates sounds in vocal sound games. Changes some or all of the words of a song. Has strong preferences for songs s/he likes to sing and/or listen to.</p>	<p>Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. Sings entire songs. May enjoy performing, solo and or in groups. Internalises music, eg sings songs inside his or her head.</p>
Moving and Dancing	<p>Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar.</p>	<p>Moves to the sound of instruments, eg jumps to the sound of a drum. Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing. Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs.</p>



		Choreographs his or her own dances to familiar music, individually, in pairs/small groups.
Exploring and Playing	<p>Adds sound effects to stories using instruments. Leads or is led by other children in their music making, ie being a conductor. Listens and responds to others in pair/group music making. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p>	<p>Creates music based on a theme eg creates the sounds of the seaside. Finds and records sounds using recording devices. Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. Taps rhythms to accompany words, eg tapping the syllables of names/objects/animals/lyrics of a song. Creates rhythms using instruments and body percussion. May play along to the beat of the song they are singing or music being listened to. May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.</p>



(Charanga music scheme)

	End of KS1	End of LKS2	End of USK2
Listening and Appraising	<p>Listen to a variety of music from different styles, traditions and times</p> <p>Start to recognise / identify very simple style indicators and different instruments used</p> <p>Begin to find and internalise the pulse using movement</p> <p>Begin to use basic musical language e.g. high / low, loud / quiet when discussing music</p> <p>Listen respectfully to others' feelings and opinions about music</p>	<p>Listen with increasing concentration to a variety of music from different styles, traditions and times</p> <p>Start to recognise different style indicators and different instruments used</p> <p>Find and internalise the pulse using movement</p> <p>Use correct musical language (interrelated dimensions of music) to describe the music and your feelings towards it and listen respectfully to the opinions of others</p>	<p>Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context</p> <p>Securely / confidently recognise / identify different style indicators and different instruments and their sounds</p> <p>Easily find the pulse when listening to music</p> <p>Appropriately, correctly and confidently discuss other dimensions of music and how they fit into the music you are listening to</p> <p>Listen to, comment on and discuss ideas together as a group.</p>
Interrelated Dimensions of Music Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation	<p>Begin to understand that the pulse is the foundation of music upon which all the other dimensions are built</p> <p>Begin to understand that rhythm is long and short sounds that happen over the pulse</p> <p>Keep a steady pulse, clap a simple rhythm and improvise a simple rhythm</p> <p>Begin to understand that pitch is high and low sounds and when added to pulse and rhythm they work together to make a song</p> <p>Begin to understand how tempo and dynamics can be used in a piece of music</p>	<p>Build on the understanding that pulse is the foundation of music upon which all the other dimensions are built</p> <p>Recognise rhythmic patterns and begin to make up their own</p> <p>Explain / demonstrate how pulse, rhythm and pitch work together to create a song</p> <p>Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music</p>	<p>Maintain a strong sense of pulse and recognise when you are going out of time</p> <p>Know, understand and demonstrate how pulse and rhythm work together</p> <p>Demonstrate how pulse, rhythm and pitch work together to create a song</p> <p>Build on and progress from, keeping a steady pulse to clapping a more complex rhythm; improvising a rhythm and, using pitch, improvise using the voice</p> <p>Understand how the other dimensions of music are sprinkled through songs and pieces of music</p>



Singing and Playing

Begin to understand that a good sound can be produced when people sing together – through taking part
Begin to understand the importance of and why we warm up our voices (keeping our voices safe), the importance of good posture, breathing in phrases and projecting our voices
Begin to sing with an open mouth, relaxed jaw and clear pronunciation
Sing songs and melodies and begin to consider how they should be interpreted – beginning to think musically
Sing in tune within a limited pitch range and perform with a good sense of pulse and rhythm
Explore tuned and untuned percussion instruments with some control to play melodies, tunes and accompaniments
Play and move between parts (aural only)
Treat instruments with respect and begin to use the correct techniques to play them
Learn how to join in and stop as appropriate – learn how to follow a leader / conductor when singing or playing

Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so
Understand the importance of, and the reason why we warm up our voices,
Understand the importance of good posture and singing with an open mouth, relaxed jaw and clear pronunciation
Sing songs and melodies with an understanding of melody and words and their importance, starting to think musically
Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm
Use tuned and untuned percussion instruments with control to play melodies, tunes and accompaniments
Play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate
Continue to experience playing together
Learn to treat each instrument with respect and use the correct techniques to play them
Start to understand the basics and foundations of notations
Join in and stop as appropriate - follow the leader / conductor confidently

Sing confidently and fluently in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together
Understand the importance of warming up our voices, good posture, breathing and projecting voices
Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts
Have a greater understanding of melody, words and their importance and how to interpret a song musically
Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone, maintaining an appropriate pulse
Play differentiated parts with a sound-before-symbol approach or using the notated scores
Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse
Build on understanding the basics and foundations of formal notation - an introduction
Understand the workings of an ensemble
Follow the leader / conductor and have a chance to be the leader / conductor
Demonstrate musical quality - eg clear starts, ends of pieces / phrases
Maintain an independent part in a small group



Improvisation and Composition	Explore and create simple musical sound with voices and instruments within given boundaries Begin to understand the difference between improvisation and composition Improvise using simple rhythmic patterns on one, two or three notes Begin to record music as appropriate (graphic / pictorial notation, video, ICT) Begin to consider the use of the interrelated dimensions of music in composition Play back compositions to others	Continue to explore and create musical sound with voices and instruments within the context of the song being learnt Deepen understanding through activity and knowledge about improvisation and the difference from composition Start to perform rhythms and melodies with confidence and understanding, using two notes, increasing to three notes and beyond if required Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group Record compositions in any way that is appropriate - using graphic / pictorial notation, using ICT, video or with formal notation	Create musical improvisations with voices and instruments within the context of the song being learnt Improvise and perform in solo and ensemble contexts, use quality not quantity of notes Continue to create more complex rhythms and melodies and create rhythmic patterns that lead to melodies Build an improvisation starting with three then eventually five notes or a pentatonic scale Integrate a deeper knowledge of the interrelated dimensions of music ie how rhythm and tempo and dynamics are part of the creation Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding Use voice, sounds, technology and instruments in creative ways Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using graphic notations
Performing	Begin to work together as part of an ensemble / band Practise, rehearse and present performances with awareness of an audience Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit	Have a deeper understanding of working together as part of an ensemble / band Improvise and play back compositions using patterns confidently as part of a performance Perform with an understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit	Work together as part of an ensemble / band, adding some direction and ideas Demonstrate musical quality eg clear starts, ends of pieces / phrases, technical accuracy etc Improvise and play back compositions using more complex patterns confidently as part of a performance Perform with a further understanding of an integrated approach, where performance can include everything that



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	<p>Practise, rehearse and present performances with awareness of an audience</p>	<p>Watch a recording and/or discuss the performance. Offer respectful comments and feedback about and from others Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this</p>	<p>has been undertaken during the learning process of the units Practise, rehearse and present performances with more understanding and awareness of an audience and their needs Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others</p>
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