

West Butterwick C of E Primary School

Music: Progression of Knowledge and Skills Document (Based on 'Charanga')

EYFS	Milestone 1 (Years 1 and 2)	Milestone 2 (Years 3 and 4)	Milestone 3 (Years 5 and 6)
	<p>Musicianship: Understanding Music</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • Find and keep a steady beat. • Understand the difference between a rhythm pattern and a pitch pattern. • Copy back simple rhythmic patterns using long and short. • Copy back simple melodic patterns using high and low. • Complete vocal warm ups. • Sing short phrases independently. 	<p>Musicianship: Understanding Music</p> <ul style="list-style-type: none"> • Use time signatures of: 2/4, 3/4 and 4/4 • Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. • Copy back and improvise simple melodic patterns. 	<p>Musicianship: Understanding Music</p> <ul style="list-style-type: none"> • Use time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8 • Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, quavers, semiquavers and their rests, by ear or from notation.
	<p>Listening</p> <ul style="list-style-type: none"> • Move and dance with the music. • Mark the beat of a listening piece by tapping, clapping or walking in time. • Describe tempo as fast and slow and recognize changes in tempo. • Identify the beat groupings in the music you sing and listen to 2.g. 2-time, 3-time. • Talk about how the music makes you feel. • Describe dynamics as loud or quiet. • Join in sections of the songs e.g. call and response. • Start to talk about the style of a piece of music. • Recognize some band/ orchestral instruments. • Start to talk about where music might fit into the world. 	<p>Listening</p> <ul style="list-style-type: none"> • Share thoughts and feelings about the music. • Identify male/ female voices singing. • Identify a variety of instruments. • Recognize and talk about the style of a piece of music. • Walk, move or clap a steady beat, changing the speed of the beat as the tempo of the music changes. • Talk about the lyrics of a song and discuss what the song or piece of music means. • Think about why a song/ piece of music was written. • Discuss the structures of songs. • Identify; call and response, a solo independent of the rest of an ensemble, a change in texture, articulation of certain words. • Explain what a main theme is and identify when it is repeated in the music. • Know and understand what a musical introduction is and its purpose. • Recall by ear memorable phrases heard in the music. • Identify major and minor tonality. • Recognise the sounds and notes of the pentatonic scale by ear and from notation. • Describe legato and staccato. • Recognise the following styles and any important musical features that distinguish the style; 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and EDM. 	<p>Listening</p> <ul style="list-style-type: none"> • Talk about feelings created by the music and justify personal opinions with reference to Musical Elements. • Identify 2/4, 4/4, 3/4, 6/8 and 5/4. • Identify the musical style of a song using some musical vocabulary to discuss its musical elements (See below musical styles) • Identify the following instruments by ear and through a range of media; bass guitar, electric guitar, percussion, sections of the orchestra e.g. brass, woodwind and strings, electric organ, congas, pianos, synthesizers, specific vocal techniques e.g. scat singing. • Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. • Explain a bridge passage and its position in a song. • Recall by ear memorable phrases heard in the music. • Identify major and minor tonality, chord triads I, IV and V, and intervals in a major scale. • Explain the role of a main theme in musical structure. • Know and understand what a musical introduction and outro is, and its purpose. • Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. • Recognise the following styles (and building upon those styles in Milestone 2) and any important musical features that distinguish the style; Hip-Hop, Swing, Zimbabwean Pop, Salsa, Film Music.
	Singing	Singing	Singing

	<ul style="list-style-type: none"> Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory and/ or from notation. Copy back intervals of an octave and fifth (high, low). Sing in unison and sometimes in parts. Understand and follow the leader or conductor. Sing to communicate the meaning of the words. Add actions to a song. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leaders directions and visual symbols e.g. crescendo, decrescendo, pause. 	<ul style="list-style-type: none"> Sing as part of a choir. Sing a widening range of unison songs, of varying styles and structures. Rehearse and learn songs from memory and or/ with notation. Perform actions confidently and in time to a range of action songs. Sing songs from memory and/ or notation. Sing with awareness of following the beat. Sing with attention to clear diction. Sing expressively with attention to the meaning of words. Sing expressively with attention to breathing and phrasing. Sing expressively with attention to staccato and legato. Copy back simple melodic phrases using the voice. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. 	<ul style="list-style-type: none"> Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without accompaniment. Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing. Sing expressively, with attention to dynamics and articulation. Lead a singing warm up/ rehearsal of a song. Talk about the different styles of singing used for different styles of songs. Discuss with others how connected you are to the music and how the songs and styles are connected to the world.
	<p>Notation</p> <ul style="list-style-type: none"> Explore ways of representing high and low sounds, long and short sounds, using symbols and any appropriate means of notation. Explore some standard notation, e.g. crotchets, quavers, minims. If appropriate, recognise music notation on a staff of five lines. 	<p>Notation</p> <ul style="list-style-type: none"> Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers. Read and respond to semibreves, minims, crotchets and paired quavers. Identify Stave, Treble Clef, Time Signature, Lines and spaces on the stave. Identify the difference between crotchets and paired quavers. Apply spoken word to rhythms, understanding how to link each syllable to one musical note. 	<p>Notation</p> <ul style="list-style-type: none"> Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C-C)
	<p>Playing Instruments</p> <ul style="list-style-type: none"> Rehearse and learn to play simple melodic instrumental parts by ear or simple notation (C major, F major, D major, D minor) Learn the recorder – using the notes G, A and B. (some may progress to Bflat, C, E and F.) 	<p>Playing Instruments</p> <ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a recorder. Rehearse and learn recorder part from notation, using the notes CDEF, Fsharp, Gsharp, A, B and Bflat. 	<p>Playing Instruments</p> <ul style="list-style-type: none"> Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave, using notes within the middle C-C range. This should initially be as a whole class, with greater independence gained throughout the milestone, leading to small group/ individual performance.
	<p>Creating: Improvising</p> <ul style="list-style-type: none"> Explore improvisation within a major and minor scale using the notes CDE, DEA, FGA, DFG. Improvise simple vocal patterns using 'question and answer'. 	<p>Creating: Improvising</p> <ul style="list-style-type: none"> Become more skilled in improvising (using voices, tuned and untuned percussion, instruments played in whole class/ group/ individual instrumental sessions, inventing short 'on the spot' responses using a limited note-range. Compose over a simple groove. 	<p>Creating: Improvising</p> <ul style="list-style-type: none"> Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

	<ul style="list-style-type: none"> Understand the difference between creating a rhythm pattern and a pitch pattern. 	<ul style="list-style-type: none"> Compose over a drone. Structure musical ideas, e.g. using echo or question and answer, to create music with a beginning, middle and end. 	
	<p>Creating: Composing</p> <ul style="list-style-type: none"> Explore and create graphic scores. Create musical sound effects and short sequences in response to music and video stimulus. Create a story, choosing and playing instruments/ soundmakers. Recognise how graphic notation can represent sounds. Explore and invent own symbols. Use simple notation to create a simple melody using crotchets and minims. 	<p>Creating: Composing</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names, to create short, pentatonic phrases, using a limited range of five pitches, suitable for the instruments being learnt. Create music and/or sound effects in response to music/ video stimulus. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structure within composition e.g. intro, verse, chorus or AB form. Use simple dynamics. 	<p>Creating: Composing</p> <ul style="list-style-type: none"> Use music technology, if available, to capture, change and combine sounds. Use structures within composition, e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment. Use dynamics. Use rhythmic variety. Use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Create melody using crotchets, quavers and minims, semibreves and semiquavers, plus all equivalent rests. Use a pentatonic, and a full scale. Notate this melody.
	<p>Performing</p> <ul style="list-style-type: none"> Enjoy and have fun performing. Choose a song to perform to a well-known audience. Communicate the meaning of the song. Add actions to the song. Play simple instrumental parts. Talk about the difference between rehearsing a song, and performing it. 	<p>Performing</p> <ul style="list-style-type: none"> Practice, rehearse and share a song, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or small group. Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment. Explain why a song was chosen, including its composer and the historical/ cultural context of the piece. Reflect on the performance and how well it suited the occasion. Discuss and respond to feedback, considering how future performances might be different. 	<p>Performing</p> <ul style="list-style-type: none"> Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perform in small groups, whole class or individually. Perform a range of pieces and arrangements. Perform from memory or with notations, with confidence and accuracy. Understand the value of choreographing any aspect of a performance. Understand the importance of the performance space and how to use it. Discuss how the performance might change if it was repeated in a larger/ smaller performance space. Students to lead part of a rehearsal. Discuss and talk musically about the strengths and weaknesses of a performance and how future performances might be different.