

Progression of Knowledge and Skills in Music

At Lower Meadow Academy, we use the Charanga scheme of work to teach good quality music lessons. We teach a unit of music each half term building on knowledge and skills over time. Lessons are well sequenced and organised to ensure this.



	EYFS	Year 1 Cycle 1	Year 2 Cycle 2	Year 3 Cycle 1	Year 4 Cycle 2	Year 5 Cycle 1	Year 6 Cycle 2
Listening and Appraising	Listen with increased attention to sounds Listen and respond to different styles of music Respond, listen, move to and talk about what they have heard, expressing their thoughts and feelings Listen carefully to rhymes and songs, paying attention to how they sound.	To respond to different moods in music To say how a piece of music makes them feel To say whether they like or dislike a piece of music To choose sounds to represent different things To recognise repeated patterns To follow instructions about when to play or sing	To improve their own work To listen out for particular things when listening to music	To improve their work explaining how it has improved To use musical words (the elements of music) to describe a piece of music and compositions To use musical words to describe what they like and dislike To recognise the work of at least one famous composer	To explain the place of silence and say what effect it has To start to identify the character of a piece of music To describe and identify the different purposes of music To being to identify with the style of work of Beethoven, Mozart and Elgar	To describe, compare and evaluate music using musical vocabulary To explain why they think their music is successful or unsuccessful To suggest improvements to their own or others' work To choose the most appropriate tempo for a piece of music To contrast the work of famous composers and show preferences	To be able to refine and improve their work To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created To be able to analyse features within different pieces of music To be able to compare and contrast the impact that different composers from different times will have had on the people of the time
Singing	Remember and sing entire songs and nursery rhymes Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape of familiar songs Sing in a group or on their own	Confidently sing or rap five songs from memory and sing them in unison Use their voices to speak/sing/chant Join in with singing	To sing and follow the melody (tune) To sing accurately at a given pitch	To sing in tune with expression To control their voice when singing	To sing songs from memory with accurate pitch	To breath in the correct place when singing To sing and use their understanding of meaning to add expression	To sing a harmony part confidently and accurately

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Performance	<p>Improvisation using voices and instruments</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Improvising leading to playing classroom instruments</p>	<p>To use instruments to perform</p> <p>Learn the names of the instruments they are playing.</p> <p>To clap short rhythmic patterns</p> <p>Copy sounds</p> <p>Look at their audience when they are performing</p>	<p>To perform simple patterns and accompaniments keeping a steady pulse</p> <p>To perform with others</p> <p>To play simple rhythmic patterns on an instrument</p> <p>To sing/ clap a pulse increasing or decreasing in tempo</p>	<p>To play clear notes on instruments</p>	<p>To perform a simple part rhythmically</p> <p>To improvise using repeated patterns</p>	<p>To maintain their part whilst others are performing their part</p> <p>To perform 'by ear' and from simple notations</p> <p>To improvise within a group using melodic and rhythmic phrases</p> <p>To recognise and use basic structural forms e.g. rounds, variations, rondo form</p>	<p>To perform parts from memory</p> <p>To perform using notations</p> <p>To take the lead in a performance</p> <p>To take on a solo part</p> <p>To provide rhythmic support</p>

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Composition and Notation	<p>Create their own songs, or improvise a song around one they know</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>Use one, two or three notes to create a simple melody</p> <p>Make different sounds with their voice and instruments</p> <p>Identify changes in sounds</p> <p>To change the sound</p> <p>Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>To know what improvisation is</p> <p>Make a sequence of sounds</p> <p>Use simple symbols to represent sounds</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Show sounds by using pictures</p>	<p>Use one, three or five different notes to create a melody.</p> <p>To order sounds to create a beginning, middle and end</p> <p>To create music in response to different starting points</p> <p>To choose sounds which create an effect</p> <p>Use simple symbols to represent sounds</p> <p>Make connections between notations and musical sounds</p>	<p>To use different elements in their composition</p> <p>To create repeated patterns with different instruments</p> <p>To compose melodies and songs</p> <p>To create accompaniments for tunes</p> <p>To combine different sounds to create a specific mood or feeling</p>	<p>To use notations to record and interpret sequences of pitches</p> <p>To use standard notation</p> <p>To use notations to record compositions in a small group or on their own</p> <p>To use their notation in a performance</p>	<p>To change sounds or organise them differently to change the effect</p> <p>To compose music which meets specific criteria</p> <p>To use their notations to record groups of pitches (chords)</p> <p>To use a music diary to record aspects of the composition process</p> <p>To choose the most appropriate tempos for a piece of music</p>	<p>To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)</p> <p>To recognise that different forms of notation serve different purposes</p> <p>To use different forms of notation</p> <p>To be able to combine groups of beats</p>
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