



# BERKELEY PRIMARY SCHOOL

## Music Skills Progression



<b>EYFS</b>	<p style="text-align: center;"><b>Development Matters 3&amp;4 year olds will be learning to: (Exploring and using media and materials/Being Imaginative)</b></p> <ul style="list-style-type: none"> <li>-listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings</li> <li>-remember and sing entire songs</li> <li>-sing the pitch of a tone sung by another person ('pitch match')</li> <li>-sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> <li>-create their own songs, or improvise a song around one they know</li> <li>-play instruments with increasing control to express their feelings and ideas</li> </ul> <p style="text-align: center;"><b>Development Matters - Reception will be learning to: (Expressive arts and design)</b></p> <ul style="list-style-type: none"> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>- Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p style="text-align: center;"><b>Early Learning Goal 2021 (Expressive Arts and Design – Being Imaginative and Expressive)</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
<b>KS1</b>	<p><b>N.C.</b></p> <p>In music pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- use their voices expressively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
<b>KS2</b>	<p><b>N.C.</b></p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose music using the inter-related dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> <li>- use and understand staff and other musical notations</li> <li>- appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians</li> <li>- develop an understanding of the history of music</li> </ul>
	<p><b>School Scheme of Work for Music</b></p> <p>Y1 to Y6 follow the Charanga scheme, which covers all elements of the national curriculum.</p> <p>© Copyright 2017 Charanga Ltd. All rights reserved.</p>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Spring 3	Spring 4
<b>Nur</b>	<ul style="list-style-type: none"> <li>-sings a few familiar songs</li> <li>-joins in with finger rhymes</li> <li>-joins in with songs as a group</li> <li>-joins in with pitch matching songs</li> <li>explore sounds</li> <li>-can investigate the different sounds that instruments make</li> </ul>	<ul style="list-style-type: none"> <li>-sings a few familiar songs</li> <li>-can join in with new and known songs</li> <li>-joins in with simple dancing and ring games</li> <li>-sings the melodic shape of familiar songs</li> </ul>	<ul style="list-style-type: none"> <li>-can explore and distinguish between higher and lower sounds through matching actions to songs</li> <li>-can explore making high and low sounds with the voice</li> <li>-can explore making higher and lower sounds through songs</li> <li>-can pitch match (sing the pitch or a tone sung by another person)</li> </ul>	<ul style="list-style-type: none"> <li>-can sing previously learned songs and games</li> <li>-can clap, tap and play instruments loudly and quietly to match the songs</li> <li>-can explore making quiet and loud sounds with the voice and body</li> <li>-can explore louder and quieter sounds through joining in with songs</li> <li>-can sing a song using a quiet singing voice</li> </ul>	<ul style="list-style-type: none"> <li>-can clap, tap and play instruments faster and slower to match the speed of singing</li> </ul>	<ul style="list-style-type: none"> <li>-can clap, tap and play instruments to match the rhythm of a song</li> <li>- plays instruments with increasing control.</li> <li>-can join in with songs and games that introduce the concept of rhythm as the pattern of words in songs and rhymes</li> <li>-can make up their own rhythm</li> <li>-creates own songs</li> </ul>
	<ul style="list-style-type: none"> <li>-listens to different genres of music.</li> <li>-talks about the sounds they have heard.</li> <li>-expresses their thoughts and feelings about music e.g. how does it make them feel</li> <li>-explores instruments</li> </ul>					
<b>Rec</b>	<ul style="list-style-type: none"> <li>- joins in to sing songs that are part of daily routine (good morning song, weather song, hello song, goodbye song)</li> <li>- knows that we have a singing voice, a talking voice, a whispering voice and a shouting voice</li> <li>- joins in to sing songs / rhymes that use different types of voice</li> <li>- begins to attempt to tap a steady pulse while joining in singing songs / rhymes (modelled by the teacher, children often begin to spontaneously copy)</li> <li>- taps a pulse on a percussion instrument</li> </ul>	<ul style="list-style-type: none"> <li>- joins in to sing a wide variety of songs and rhymes</li> <li>- begins to build a repertoire of songs / rhymes that they know from memory</li> <li>- taps a steady pulse more accurately and independently</li> <li>- knows that our vocal sounds can be changed (louder and quieter)</li> <li>- joins in to sing songs and rhymes that involve louder and quieter vocal sections</li> <li>- joins in with games and songs that involve getting louder or getting quieter (e.g. adding one more percussion instrument in to accompany each verse)</li> <li>- follows an instruction to play a percussion instrument quietly or loudly</li> </ul>	<ul style="list-style-type: none"> <li>- sings an increasing repertoire of simple songs and rhymes from memory</li> <li>- can accurately tap / clap the pulse</li> <li>- begins to make other body actions to the steady pulse e.g. stamps or walking</li> <li>- knows that we can make the pulse faster and slower</li> <li>- joins in with songs and games that experiment with making the pulse faster and slower (e.g. "Engine Engine Coloured Black moving slowly down the track "performed to a slow pulse, followed by "engine engine coloured green fastest train I've ever seen")</li> <li>- follows an instruction tap / clap a faster or slower pulse</li> <li>- follows an instruction to play a faster or slower pulse on a percussion instrument</li> </ul>	<ul style="list-style-type: none"> <li>- sings an increasing repertoire of simple songs and rhymes from memory</li> <li>- copies an adult model to make higher and lower sounds with their voices</li> <li>- joins in with songs, rhymes and games that match body actions to higher and lower sounds</li> <li>- begins to understand that instruments can be pitched and produce higher / lower sounds</li> <li>- when presented with 2 chime bars, can identify which produces the higher or lower sound</li> </ul>	<ul style="list-style-type: none"> <li>- sings an increasing repertoire of simple songs and rhymes from memory</li> <li>- understands the word "rhythm" means "the pattern of the words"</li> <li>- knows that the word "pulse" means the steady heartbeat of the music (and is different to rhythm)</li> <li>- joins in to clap the rhythm of known nursery rhymes</li> <li>- joins in with games and songs that interchange clapping the rhythm with clapping the pulse</li> <li>- can clap the rhythm pattern of their own name</li> <li>- can follow instruction to tap the pulse or the rhythm on percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>- explores the different body and vocal sounds that they can make (remembering and using different types of voices, louder and quieter, faster and slower, pulse and rhythm...)</li> <li>- explores the different sounds that they can make with percussion instruments (remembering and using different types of voices, louder and quieter, faster and slower, pulse and rhythm...)</li> <li>- joins in with games and activities that incorporate storytelling with sounds / sound effects, putting into practice knowledge of body and vocal sounds and knowledge of instruments (as above)</li> </ul>



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	<b>Listen &amp; Appraise</b>	<b>Games</b>	<b>Singing</b>	<b>Playing Instruments</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Perform &amp; Evaluate</b>
<b>Y1</b>	<p>1. Start to recognise/identify very simple style indicators and different instruments used.</p> <p>2. March, clap, tap your knees, move to find and internalise the pulse.</p> <p>Begin to understand what it means to find the pulse.</p> <p>3. Start using basic musical language to describe the music you are listening to and your feelings towards it.</p> <p>4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p> <p>5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</p>	<p>1. Begin to find and internalise the pulse on their own or with support.</p> <p>2. Try to or demonstrate more confidently how they find/feel the pulse.</p> <p>3. Begin to demonstrate how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time.</p> <p>4. Clap the rhythm of your name, favourite food, favourite colour etc.</p> <p>5. Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>1. Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone.</p> <p>2. Begin to understand the importance of warming up their voices and to establish a good singing position.</p> <p>3. Start to consider that words mean something and how they work together with the music.</p> <p>4. Sing with a good sense of the pulse internally and try to sing together with the group.</p> <p>5. Stop and start as appropriate, begin to follow a leader/conductor.</p>	<p>1. Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt.</p> <p>2. Move between differentiated parts as required using a sound-before-symbol approach.</p> <p>3. Learn to stop /start and respond to basic musical cues from the leader/conductor.</p> <p>4. Learn how to treat your instrument with respect and how to play it correctly.</p> <p>5. Play as part of your ensemble /group with a sound-before-symbol (by ear) approach.</p>	<p>1. Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>2. Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p> <p>3. Improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.</p>	<p>1. Create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</p> <p>2. Create compositions using one or two notes, increasing to three notes if appropriate.</p> <p>3. Record the composition in any way appropriate. Notate music in different ways, using graphic /pictorial notation, video, ICT.</p> <p>4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower pitch).</p> <p>5. Begin to recognise /identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it</p>	<p>1. Start to work together as part of an ensemble /band. Remember the importance of starting and ending together. Try to follow the leader.</p> <p>2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence.</p> <p>3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>



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Y2	<p>1. Try to recognise /identify very simple style indicators and different instruments used.</p> <p>2. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse.</p> <p>3. Start using basic musical language to describe the music you are listening to and your feelings towards it.</p> <p>4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p> <p>5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</p>	<p>1. Continue to learn to find and internalise the pulse on their own or with support.</p> <p>2. Demonstrate more confidently how they find / feel the pulse.</p> <p>3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time.</p> <p>4. Clap the rhythm of their name, favourite food, favourite colour etc confidently and create their own rhythm when asked.</p> <p>5. Show a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>1. Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone.</p> <p>2. Continue to understand the importance of warming up their voices and to establish a good singing position.</p> <p>3. Consider that words mean something and how they work together with the music.</p> <p>4. Sing with a good sense of the pulse internally and try to sing together and in time with the group.</p> <p>5. Stop and start as appropriate, begin to follow a leader/conductor.</p>	<p>1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning.</p> <p>2. Move between differentiated parts as required using a sound-before symbol approach.</p> <p>3. Continue to respond to basic musical cues from the leader /conductor.</p> <p>4. Continue to treat your instrument with respect and how to play it correctly.</p> <p>5. Play more confidently as part of your ensemble /group with a sound-before-symbol (by ear) approach.</p>	<p>1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>2. Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p> <p>3. Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using one or two notes.</p>	<p>1. Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</p> <p>2. Move beyond composing using one or two notes, increasing to three notes if appropriate.</p> <p>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</p> <p>4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo).</p> <p>5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.</p>	<p>1. Continue to work together as part of an ensemble /band. Remember the importance of starting and ending together. Try to follow the band / conductor leader.</p> <p>2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.</p> <p>3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
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### Music Skills Progression



<b>Y3</b>	<p>1. Identify basic musical styles through learning about their style indicators and the instruments played.</p> <p>2. Find the pulse, the steady beat to the music they are listening to and understand what that means.</p> <p>3. More consistently use accurate musical language to describe and talk about music.</p> <p>4. Listen to other ideas about music, respect those ideas and feelings.</p> <p>5. Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>	<p>1. Find and internalise the pulse on your own or with support but more confidently.</p> <p>2. Demonstrate how you find/feel the pulse, with ease.</p> <p>3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</p> <p>4. Clap/play simple rhythm/ copy one or two note pitches confidently and create your own rhythm when asked.</p> <p>5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>1. Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone.</p> <p>2. Continue to understand the importance of warming up their voices and to establish a good singing position.</p> <p>3. Consider that words mean something and project the meaning of the song.</p> <p>4. Sing with a good sense of the pulse internally and sing together and in time with the group.</p> <p>5. Follow a leader/conductor.</p>	<p>1. Continue to play a classroom instrument as part of a group /ensemble and as part of the song you are learning. Play with more knowledge and confidence.</p> <p>2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</p> <p>3. Continue to respond to basic musical cues from the leader /conductor.</p> <p>4. Continue to treat your instrument with respect and care and to play it correctly.</p> <p>5. Play more confidently as part of your ensemble /group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</p>	<p>1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing.</p> <p>3. Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</p>	<p>1. Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.</p> <p>2. Move beyond composing using two notes, increasing to three notes if appropriate.</p> <p>3. Record the composition in any way appropriate. Notate music in different ways, using graphic /pictorial notation, video, ICT.</p> <p>4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <p>5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.</p>	<p>1. Continue to work together as part of an ensemble /band. Follow the conductor/band leader.</p> <p>2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</p> <p>3. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
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## BERKELEY PRIMARY SCHOOL

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<p><b>Y4</b></p>	<p>1. Identify basic musical styles through learning about their style indicators and the instruments played.</p> <p>2. Find the pulse, the steady beat to the music they are listening to and understand what that means.</p> <p>3. More consistently use accurate musical language to describe and talk about music.</p> <p>4. Listen to other ideas about music, respect those ideas and feelings.</p> <p>5. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>	<p>1. Find and internalise the pulse on your own and stay in time.</p> <p>2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</p> <p>3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</p> <p>4. Clap/play simple rhythms /copy one-two note pitches confidently and create their own rhythm when asked. Lead others if asked.</p> <p>5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>Sing in tune within a limited pitch range and continue to understand:</p> <p>1. How to work together as part of a group and with their friends, developing the confidence to sing alone.</p> <p>2. The importance of warming up their voices and to establish a good singing position.</p> <p>3. How to perform a song stylistically and as musically as you can.</p> <p>4. How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts.</p> <p>5. How to follow a leader/conductor with confidence.</p>	<p>1. Continue to play a classroom instrument as part of a group /ensemble and as part of the song you are learning. Play with more knowledge, confidence and ease.</p> <p>2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</p> <p>3. Continue to respond to basic musical cues from the leader /conductor. Follow the leader confidently.</p> <p>4. Continue to treat your instrument with respect and care and to play it correctly.</p> <p>5. Play more confidently as part of your ensemble /group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</p>	<p>1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm)</p> <p>3. Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</p>	<p>Compose a section of music that can be added to a performance of a song.</p> <p>1. Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt.</p> <p>2. Move beyond composing using two notes, increasing to three notes if appropriate.</p> <p>3. Record the composition in any way appropriate. Notate music in different ways, using graphic /pictorial notation, video, ICT.</p> <p>4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <p>5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.</p>	<p>1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</p> <p>2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with accuracy.</p> <p>3. Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
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<b>Y5</b>	<ol style="list-style-type: none"> <li>1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</li> <li>2. Find the pulse confidently and innately, of the music they are listening to and understand what that means.</li> <li>3. Use accurate musical language to describe and talk about music.</li> <li>4. Listen to other ideas about music, respect those ideas and feelings.</li> <li>5. Continue to realise/ Understand /explain /give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</li> </ol>	<ol style="list-style-type: none"> <li>1. Find and internalise the pulse on your own and stay in time.</li> <li>2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</li> <li>3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>4. Clap/play simple rhythms /copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked.</li> <li>5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how to work together as part of a group and in an ensemble or, as a soloist.</li> <li>2. Continue to understand the importance of warming up your voice and to establish a good singing position.</li> <li>3. Perform and interpret a song stylistically and as musically as you can.</li> <li>4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning.</li> <li>5. Follow a leader /conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to play a classroom instrument (or band instrument) as part of a group /ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</li> <li>2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</li> <li>4. Continue to treat your instrument with respect and care and to play it correctly.</li> <li>5. Play more confidently as part of your ensemble /group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</li> <li>2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</li> <li>3. Continue to improvise using simple patterns on your instrument and/or voice.</li> <li>4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create your own more complex melodies within the context of the song that is being learnt.</li> <li>2. Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</li> <li>4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</li> <li>5. Recognise and verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece.</li> <li>2. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with accuracy.</li> <li>3. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ol>
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## BERKELEY PRIMARY SCHOOL

### Music Skills Progression



<p><b>Y6</b></p>	<p>1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</p> <p>2. Find the pulse confidently and innately, of the music they are listening to and understand what that means.</p> <p>3. Use accurate musical language confidently and with understanding to describe and talk about music.</p> <p>4. Listen to other ideas about music, respect those ideas and feelings.</p> <p>5. Continue to realise / understand /explain /give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</p>	<p>1. Find and internalise the pulse on your own and with ease.</p> <p>2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</p> <p>3. Understand and demonstrate confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</p> <p>4. Clap/play rhythms/copy one to two note pitches confidently and create their own rhythm when asked. Lead others if asked.</p> <p>5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>1. Understand how to work together as part of a group and in an ensemble or, as a soloist.</p> <p>2. Continue to understand the importance of warming up your voice and to establish a good singing position.</p> <p>3. Perform and interpret a song stylistically and as musically as you can.</p> <p>4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning.</p> <p>5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself.</p>	<p>1. Continue to play a classroom instrument (or band instrument) as part of a group /ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</p> <p>2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</p> <p>3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</p> <p>4. Continue to treat your instrument with respect and care and to play it correctly.</p> <p>5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</p>	<p>1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</p> <p>2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</p> <p>3. Continue to improvise using simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more notes with greater confidence.</p>	<p>Compose a section of music that can be added to a performance of a song.</p> <p>1. Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding.</p> <p>2. Move beyond composing using two notes, increasing to three notes then five if appropriate.</p> <p>3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p> <p>4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</p> <p>5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>	<p>1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece.</p> <p>2. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with accuracy.</p> <p>3. Perform with a deeper understanding that the performance can include everything that has been undertaken. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
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