

Wilby CE VA Primary School
Whole School Music Progression – Charanga



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	<ul style="list-style-type: none"> Respond to music through movement To communicate the emotional effect of music (facial expressions or through words “This is happy/ sad/ funny music”) 	<ul style="list-style-type: none"> Respond to changes in tempo and dynamics (loud/ soft) through movement e.g. marching with big or small gestures Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree) Describe music using adjectives (e.g. spiky, spooky, sad, happy, etc.) Identify at least 3 instruments 	<ul style="list-style-type: none"> Show (through movement) and describe how elements change (e.g. music gets faster or louder) Begin to show an awareness of different genres (e.g. where might we hear this music? Lullaby, party, festival) Identify where elements change (e.g. music gets faster or louder) 	<ul style="list-style-type: none"> Describe a single piece of music in terms of tempo, dynamics and mood Identify simple structures (repeating melody, introduction, verse/chorus) Identify simple genres e.g. pop folk, classical, rap, African, etc.) Identify classroom instruments and describe their timbre Identify the difference between pitched and non-pitched instruments 	<ul style="list-style-type: none"> Identify and describe different textures (e.g. solo and duet) Observe and discuss the music of at least 3 culturally diverse musicians Describe and compare different pieces of music in terms of history, culture and purpose Demonstrate the understanding of pitch through simple notation Listen to music with simple chords Identify common orchestral instruments by sign and sound 	<ul style="list-style-type: none"> Identify a wider range of orchestral and non-orchestral instruments by name sight and sound Listen to and discuss a range of styles and genres Compose 2 versions of the same song/ music and discuss instruments, tempo Show awareness of simple chord changes and harmony 	<ul style="list-style-type: none"> Identify structure within music (e.g. verse, chorus, intro, bridge, repeat etc.) Discuss the differences in texture and music group (e.g. string quartet, orchestra, duet) Use appropriate musical vocabulary to describe particular characteristics (e.g. chords, staccato, forte, riff, bassline) Demonstrate an awareness of the historical development of music Critique own and others’ work, offering specific comments and justifying these

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Singing	<ul style="list-style-type: none"> • Enjoy singing • Join in with singing known nursery rhymes, new songs and rhymes using simple actions 	<ul style="list-style-type: none"> • Enjoy singing with others • Sing in unison with a small range of pitch • Show good posture • Develop good breath control 	<ul style="list-style-type: none"> • Sing loudly and softly with control • Sing back simple melodic ideas • Sing broadly in tune • Sing with expression and communicate context of song <p>Join in with actions and story-telling and invent relevant actions</p>	<ul style="list-style-type: none"> • Sing with appropriate phrasing/ breathing • Sing with a larger range of notes • Sing in two parts (e.g. a round in a large group) • Sing with clear diction • Sing songs from different musical genres/ cultures (e.g. rock, folk, traditional, etc.) 	<ul style="list-style-type: none"> • Sing with even tone across the dynamic range with clear open vowels • Sing with facial expression and good posture • Sing a short simple solo • Use different voices (e.g. talking, whisper, squeaky, etc.) confidently • Show awareness and blend with others when singing • Demonstrate good performance technique (entry, posture, acknowledgement of audience, etc.) 	<ul style="list-style-type: none"> • Sing with a range of an octave or more • Make adjustments to intonations • Breathe without interrupting the musical line • Sing songs in two parts that have contrasting melodies and counter melodies 	<ul style="list-style-type: none"> • Maintain good intonation through a whole song • Have access to follow music using simple traditional notation • Sing with confidence and good communication as a soloist or in a small group • Convey the meaning and the context of the song with dramatic interpretation • Show and understanding of the etiquette of performance and communicate with confidence to an audience
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<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Playing</p>	<ul style="list-style-type: none"> • Play simple un-tuned and tuned percussion instruments, knowing when to start and stop • Handle and play un-tuned percussion instruments effectively to the pulse and repeat a simple rhythm pattern with confidence • Play softly or loudly by following simple hand instructions • To have respect for musical instruments • To be able to make sounds and instruments from everyday objects 	<ul style="list-style-type: none"> • Keep a steady pulse with some accuracy (e.g. through clapping, marching, tapping and playing) • Follow simple instructions of how and when to play • Play and control long and short, loud and soft and high and low sounds • Clap/play syllables of words • Copy back simple rhythms • Play and explore a variety of classroom instruments 	<ul style="list-style-type: none"> • Join in and stop as indicated • Respond to musical cues (e.g. loud, soft, fast, slow) • Repeat longer rhythmic patterns • Clap back a different simple rhythm • Respond to and understand a basic form of pitch and rhythm notation (e.g. simple traditional notation and graphic notation) • Play on pitched and un-pitched instruments with appropriate technique • Show awareness and blend with others when performing 	<ul style="list-style-type: none"> • Keep a steady pulse • Play simple rhythms from traditional notation/graphic notation • Demonstrate the difference between pulse and rhythm • Play a simple melody solo or in a group • Play an accompaniment part (e.g. drone, repeating part) • Interpret simple graphic score • Show awareness and blend with others when performing 	<ul style="list-style-type: none"> • Self-correct when going out of time • Play longer and more complex rhythms • Play a simple melody in 2 parts with ‘step-by-step’ movement • Play a selection of simple chords • Play showing 2 techniques on an instrument (e.g. Glockenspiel – letting the beater bounce back, vibrato) • Follow a conductor adapting to changes in dynamics and tempo 	<ul style="list-style-type: none"> • Play longer and more complex rhythms in different metres • Play a melody with ‘step-by-step’ movement, small leaps and repetition • Play a piece or music using 2 chords or more • Discuss and refine performances, deciding on appropriate tempo and dynamic • Experiment with taking control of tempo and dynamics in group playing 	<ul style="list-style-type: none"> • Play from more complex notations including pitch, dynamic, rhythm and expressive contexts • Play more complex rhythms • Play a melody with ‘step-by-step’ movement, larger leaps, repetition and appropriate phrasing/articulation • Play a chord sequence • Make choices about appropriate blending in an ensemble • Show and understand the etiquette of performance and communicate with confidence to an audience
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<p style="text-align: center;">Creating (Improvising and Counting)</p>	<ul style="list-style-type: none"> • Add appropriate sounds to a story 	<ul style="list-style-type: none"> • Make simple musical choices in response to a story or topic (e.g. type of sound, how loud, fast and when to play) 	<ul style="list-style-type: none"> • Create a simple short repeating musical idea • Choose suitable instruments to represent objects/ moods/ feelings • Create a simple rhythmic part with others playing (e.g. ostinato, drone) 	<ul style="list-style-type: none"> • Improvise freely using 3 given notes • Clap back a different simple rhythm • Create a simple rhythmic passage • Create and play a simple graphic score on a theme • Create a soundscape or story – include pitch, tempo and a start/ ending 	<ul style="list-style-type: none"> • Improvise in time using given notes • Create longer rhythms • Create a simple rhythmic accompaniment to a melody • Layer different rhythms against each other to create a piece of music • Collaborate and create a short group piece with a clear structure including introduction, repetition, and ending 	<ul style="list-style-type: none"> • Improvise with class and response ideas • Improvise and compose using pentatonic notes over a drone or chord pattern • Compose a simple chord sequence • Compose a rap with an accompanying rhythm • Compose and notate a piece with more than one section. Include musical variations such as texture, dynamic tempo. (This could be in response to a story, poem, picture, etc.) 	<ul style="list-style-type: none"> • Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox. • Compose a simple chord sequence and suitable melody • Compose an ostinato/ riff for accompaniment • Collaborate, compose and notate a song with more than one section
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