At St James C of E Primary School, we believe that music is an essential part of a balanced education for all children. It

- is a powerful, unique form of communication and is a vehicle for self-expression
- is an integral part of all cultures, past and present
- develops concentration, perseverance, co-ordination and memory
- promotes co-operation, a sense of group identity and togetherness
- increases self-discipline and creativity, sensitivity and fulfilment
- can inspire and motivate

St. James C. of E. PRIMARY SCHOOL

Progression of Skills for MUSIC

At St James, we provide **Charanga's** award - winning music scheme.



we aim to:

- provide children with a broad music education, which includes performing, composing, listening, reviewing and evaluating music
- make singing a part of every child's school life through all the key stages
- give every child in Key Stage 2 the opportunity to learn an instrument through whole class ensemble teaching (trombones – Year 4)
- offer opportunities for progression, making musical instrument tuition available for those who desire it

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Respond:	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of

				Listen carefully and respectfully to other people's thoughts about the music.	Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.	them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
Explore and Create	Find different ways to keep the pulse. Copy basic rhythm patterns of single words, building to short phrases from the song/s.	Finding different ways to keep the pulse: Progressive Warm-up Games and Challenges within each Unit that embed **pulse, rhythm and pitch**.	Finding different ways to keep the pulse: Progressive Warm-up Games and Challenges within each Unit that embed **pulse, rhythm and pitch**.	Finding different ways to keep the pulse: Progressive Warm-up Games and Challenges within each Unit that embed **pulse, rhythm and pitch**.	Finding different ways to keep the pulse: Progressive Warm-up Games and Challenges within each Unit that embed **pulse, rhythm and pitch**.	Finding different ways to keep the pulse: Progressive Warm-up Games and Challenges within each Unit that embed **pulse, rhythm and pitch**.	Finding different ways to keep the pulse: Progressive Warm-up Games and Challenges within each Unit that embed **pulse, rhythm and pitch**.
Singing	To sing along with a pre-recorded song and add actions.	Learn about voices, singing notes of different pitches (high and low).	Learn about voices singing notes of different pitches (high and low).	To sing in unison and in simple two-parts.	To sing in unison and in simple two-parts.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo.

	To sing along with the backing track.	Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to start and stop singing when following a leader. Learn to find a comfortable singing position.	To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. *To re-join the song if lost.* *To listen to the group when singing.*	To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
Playing: **Glockenspiels** taught throughout each year group – when tuned instruments are required in the Charanga scheme of work.	Playing with two pitched notes to invent musical patterns.	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part)	**Introduction to playing the Recorder (Summer 1 and 2)** Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse.	**Recorder lessons (Autumn 1)** **Introduction to playing the Ukulele (Summer 1 and 2)** To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song)	**Ukulele Lessons (Autumn and Spring Term)** Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song.	**Ukulele Lessons (Autumn, Spring and Summer Term)** Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.

		Listen to and follow musical instructions from a leader.	Listen to and follow musical instructions from a leader.	from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
Improvisation		*Clap and Improvise* - Listen and clap back, then listen and clap your own answer (rhythms of words). *Sing, Play and Improvise* – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise on tuned instruments using one or two notes.	*Clap and Improvise* – Listen and clap back, then listen and clap your own answer (rhythms of words). *Sing, Play and Improvise* – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise on tuned instruments using one or two notes.	Sing, Play and Copy Back – Listen and copy back using instruments. Using your instruments, listen and play your own answer using two different notes. Take it in turns to improvise using three different notes.	Sing, Play and Copy Back – Listen and copy back using instruments. Using your instruments, listen and play your own answer using two different notes. Take it in turns to improvise using three different notes.	Sing, Play and Copy Back – Listen and copy back using instruments. Classroom Jazz – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	Sing, Play and Copy Back – Listen and copy back using instruments. Classroom Jazz – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
Composition:		Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.	Use **Music Technology** to arrange and mix their own compositions. (YuStudio)

		and changed if necessary.	can be written down and changed if necessary.	performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance:	**Share and Perform:** Perform any of the nursery rhymes by singing and adding actions or dance.	Choose a song they have learnt from the Music Scheme and perform it. They can add their ideas to the performance.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them.	To choose what to perform and create a programme. Present a musical performance designed to capture the audience.	***Singing at the Elmbridge Primary Schools Festival.*** To communicate the meaning of the words and clearly articulate them.	***To be involved in the Year 6 production.*** To choose what to perform and create a programme.

	Perform any nursery rhymes or songs adding a simple instrumental part.	Record the performance and say how they were feeling about it	Record the performance and say how they were feeling about it	To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"