



Burton C of E Primary School - Music Progression of Skills



At Burton Primary School, we use the Charanga scheme of learning to teach music, which provides an integrated, practical, exploratory and child-led approach to musical learning.

The Charanga scheme of work fulfils the statutory requirements in the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

From these aims, we have identified four strands which run throughout Reception to Year 6. These are key concepts of music that every child will be exposed to throughout their journey in Burton Primary School.

- Performing (singing and playing tuned and untuned instruments)
- Listening to music
- Improvising and Composing
- Developing an understanding of the history of music

An additional fifth strand is the inter-related dimensions of music, sometimes known as the elements of music, which are the building blocks of music and therefore run throughout every one of the four strands.

This progression of skills will enable children to activate prior learning as they build on knowledge and skills gained in earlier years. The progression of the over-arching strand of the inter-related dimensions of music can be found in the progression of knowledge.



Burton C of E Primary School - Music Progression of Skills



Skills progression

		EYFS	KS1	LKS2	UKS2
Performing	Singing - use their voices expressively and creatively	Perform songs, rhymes, poems and stories with others Sing songs and nursery rhymes from memory.	To sing growing increasingly accurate in pitch. Use voices in different ways such as speaking, singing and chanting. Use voices expressively and creatively, beginning to express the emotion of a song.	To sing in unison, maintaining the correct pitch and using increasing expression to show the emotions. To sing with care, control and clear diction. To maintain their part in a round or a song where there are two parts.	To sing in unison with clear diction, controlled pitch and sense of phrase. To sing as a soloist, in unison and in parts with clear diction, controlled pitch and with sense of phrase (taking a breath at an appropriate time) To maintain their part in a more complex round or a song where there are two or more parts.
	Playing tuned and untuned instruments	Tap out simple repeated rhythms.	Play an instrument with increasing care and control. Play a steady beat (pulse) accurately. Perform rhythmical patterns and accompaniments, with some sense of a pulse. Create and choose different sounds for a specific effect.	Play an instrument with care and control. Perform simple rhythmic and musical parts, using an increasing range of notes. Begin to show musical expression by changing dynamics, pitch and duration of notes.	Play and perform as a soloist and as part of an ensemble with accuracy, fluency, control and expression Play instruments showing musical expression, taking into account all of the inter-related dimensions of music (rhythm, pitch, duration, dynamics, tempo, timbre, texture, structure, notation)
Listening	Listening (pre-recorded and live music)	Listen to short pieces of music and say if they like/dislike a piece of music.	Say what they like/dislike about a piece of music and begin to say why. Begin to recognise different instruments in a piece of music	Recognise different instruments (timbre) and when they are used in a piece of music. Respond to music, commenting on the tempo, dynamics and structure.	Recognise different instruments (timbre) and when and why they are used. Respond to music commenting on the style and the inter-related



Burton C of E Primary School - Music Progression of Skills

		Respond to music through movement (trying to move in time with the music)	(timbre). Recognise a pulse in a piece of music.		dimensions of music. Share, and justify opinions about a wide range of music.
Composing	Improvise and Compose	Explore the different sounds of instruments. Make up simple rhythms/chants using their voices and instruments. Participate in spontaneous music making.	Experiment with different sounds and rhythms when participating in spontaneous music making. Invent short rhythms and musical patterns to be played along with a piece of music.	Experiment with creating different layers of sound (textures) when participating in spontaneous music making. Invent simple rhythmical patterns that use an increasing range of notes.	Extend a song or a chant spontaneously. Invent increasingly complicated rhythmic and melodic phrases, showing an awareness of the inter-related dimensions of music.
Developing an understanding of the history of music	Develop an understanding of the history of music	Listen attentively to a range of musical styles and genres by different composers and across a range of musical eras.	Listen attentively to a range of musical styles and genres by different composers and across a range of musical eras.	Understand that styles of music have changed over time. Begin to compare music from different periods in history.	Compare and contrast music from different periods in history. Investigate how technology has impacted on music.