

PROGRESSION OF SKILLS MAP



Pinner Wood School



Music		Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Skills	Explore using media and materials	<ul style="list-style-type: none"> -I can tap out simple repeated rhythms -I can explore and learn how sounds can be changed -I am beginning to build a repertoire of songs and dances -I can explore different sounds of instruments 	<ul style="list-style-type: none"> -I can sing songs, make music and dance -I can experiment with ways of changing the songs 						
	Being imaginative	<ul style="list-style-type: none"> -I can use movement to express feelings -I can create movement in response to music -I can sing to myself and make up simple songs -I can make up rhythms -I can combine movements and gestures to express and respond to feelings 	<ul style="list-style-type: none"> -I can represent my own ideas, thoughts and feelings through music -I can talk about my ideas which have led me to make music -I can talk about features of my music and movement work -I can talk about the differences between my work and others and praise the strength of others work 						
	Listen			<ul style="list-style-type: none"> -I can listen to music with sustained concentration -I can find the pulse using movement -I can listen, copy and repeat a rhythm or melody -I can discuss feelings and emotions linked 	<ul style="list-style-type: none"> -I can internalise the pulse when listening to a piece of music -I can listen with concentration and understanding to high quality recorded and live music 	<ul style="list-style-type: none"> -I can listen with direction to a range of high quality music -I can find the pulse within the context of different songs/music with ease 	<ul style="list-style-type: none"> -I can use musical language to appraise a piece or style of music -I can copy increasingly challenges rhythms using body percussion and untuned instruments Recognise a range of musical instruments and the different sounds they make 	<ul style="list-style-type: none"> -I can develop an increasing understanding of the history and context of 	<ul style="list-style-type: none"> -I can appropriately discuss the dimensions of music and recognise them in music head -I can listen and recall with detail using increasing aural memory and accuracy



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				to different genres of music -I can use musical language to describe a piece -I can listen to, copy and repeat a simple rhythm or melody		-I can begin to listen and recall sounds with increasing aural memory	-I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators	music -I can listen with attention to detail and recall sounds with increasing aural memory	-I can appreciate and understand a wide range of music drawn from different traditions -I can appreciate high quality live and recorded music from great composers and musicians
Understand				-I can recognise different instruments -I understand rhythm is a mixture of long and short notes happening over a pulse -I understand that pitch describes how high or low sounds are -I understand that tempo describe how fast and slow the music is -I understand that dynamics describe how loud or quiet the music is	-I understand that timbre describes the character or quality of a sound -I can understand that texture describes the layers within the music -I understand how the structure describes how different sections of music are ordered -I can develop my understanding of melody	-I understand the definitions for previous and current key vocabulary	-I understand and can explain the definitions for previous and current key vocabulary	-I understand how pulse, rhythm and pitch work together	-I understand all the main dynamics of music
Appraise <i>Oracy links</i>				-I can identify which music I like and explain how it makes me feel	-I can begin to describe a piece of music using my key vocabulary	-I can appraise a piece of music highlighting instruments and genre	-I can appraise a piece of music linking to key vocabulary and musical terms -I can explain my favourite genre and why	-I can appraise a piece of music and compare to other genres using key vocabulary -I can explain my favourite	-I can appraise music linking and comparing to musicians and composers I know using key vocabulary



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								musician and why	-I can explain my favourite composer and why
Improvise				-I can improvise a simple rhythm using different untuned and tuned instruments including the voice -I can experiment with, create, select and combine sounds	-I understand that improvisation is when a composer makes up a tune within boundaries	-I can improvise for a range of purposes	-I can improvise with increasing confidence using own voice, rhythm and pitch		-I can improvise and compose music for a range of purposes
Perform	-I can follow a conductor or band leader	-I can follow a conductor or band leader	-I can learn and perform rhythms -I can perform raps -I can follow a conductor or band leader -I can perform demonstrating good posture -I can perform songs -I can sing songs musically and understand how to warm up and project the voice	-I can use my voice expressively -Practise, rehearse and present a performance -Play instruments using correct technique -I can compose using tuned and untuned instruments -I can use my voice creatively by singing songs and speaking in chants and rhymes -I can sing a song in two parts -I can use my voice expressively -Practise, rehearse and present a performance	I can perform an improvised piece -I can perform using tuned and untuned instruments -I can compose a simple piece, write it down and perform it from my notation	I can perform in solo/ensemble contexts -I can sing as part of an ensemble with confidence and precision -I can plan and perform in a solo or ensemble context with increasing confidence	-I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression		-I can perform in ensemble contexts using expression -I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression
Compose					I understand composition is when a composer writes down and records a music idea -I can compose a simple piece and	-I can compose music for a range of purposes using inter-related dimensions of music	-I can compose complex rhythms		-I can create a simple composition and record using formal notation





						write it down then perform it			
	Notation					-I am developing my understanding of written notation including crotchets and rests	-I am developing my understanding of written notation focusing on minims and quavers	-I am developing my understanding of written notation including staves, semi-breves and dotted crotchets	-I have a deeper understanding of written notation including staves, semibreves and dotted crotchets -I can write and recognise different notes of music on a stave
Extras		Christmas Show	Christmas Show	Christmas Show	Christmas Show Sing, Sing, Sing	Easter Show Percussion Project-Spring Term	Steel Pans- x10 children each half term Class orchestra opportunities	Class orchestra opportunities	Voice In A Million Y6 Showcase
Key Vocabulary		<ul style="list-style-type: none"> Simple repeated rhythms Instruments Sounds Feelings Simple songs Gestures 	<ul style="list-style-type: none"> Experiment Feelings Music features Making music 	<ul style="list-style-type: none"> Pulse Pitch Dynamics Tempo Rhythm Conductor Posture <p>Genres Covered</p> <ul style="list-style-type: none"> Hip-hop Reggae Blues Latin Funk Folk Baroque Bhangra Bossa Nova Film Big Band 	<ul style="list-style-type: none"> Improvise Melody Tuned instruments Timbre Structure Singing in parts <p>Genres Covered</p> <ul style="list-style-type: none"> South African Motown Elvis Rock Reggae Western Classical 	<ul style="list-style-type: none"> Composition Crotchets Rests <p>Genres Covered</p> <ul style="list-style-type: none"> R&B Western Classical Funk Disco Motown Soul Musicals Percussion Project Western Classical 	<ul style="list-style-type: none"> Quavers Musical styles Body percussion Challenging rhythms Untuned instruments Tuned instruments Solo Ensemble Formal written notation Minims 	<ul style="list-style-type: none"> Complex rhythms Voice Varied pitch Accuracy Control Staves Semibreves Dotted crotchets History of music <p>Genres Covered</p> <ul style="list-style-type: none"> Rock Jazz Pop ballads Hip hop Motown 	<ul style="list-style-type: none"> Fluency Expression Recording Composition History of music <p>Genres Covered</p> <ul style="list-style-type: none"> Pop Motown Jazz Latin Blues Gospel Bhangra Carol King



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				<ul style="list-style-type: none"> • Jazz • Pop • Western Classical <p><i>Exact composers/musicians/pieces highlighted in Charanga</i></p>	<p><i>Exact composers/musicians/pieces highlighted in Charanga</i></p>	<p><i>Exact composers/musicians/pieces highlighted in Charanga</i></p>	<p>Genres Covered</p> <ul style="list-style-type: none"> • 80's pop • Grime • Classical • Bhangra • Tango • Latine • Steel Pans • 60's pop • Gospel • Western Classical <p><i>Exact composers/musicians/pieces highlighted in Charanga</i></p>	<ul style="list-style-type: none"> • Western Classical <p><i>Exact composers/musicians/pieces highlighted in Charanga</i></p>	<ul style="list-style-type: none"> • Contemporary • Western Classical <p><i>Exact composers/musicians/pieces highlighted in Charanga</i></p>
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