



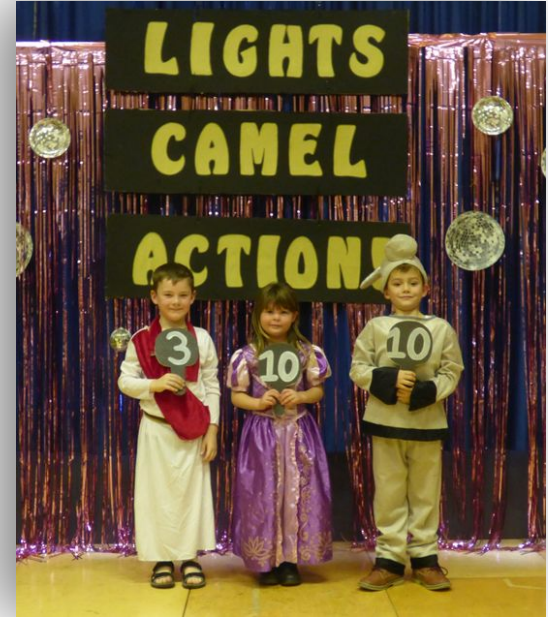
# MUSIC

Skills Progression Grids for Parkland Infant and Junior

## INTENT

**“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato**

We provide every child, of every ability, the opportunity to flourish as an individual. Through playing, singing, dancing and performing, children flourish in multiple areas of learning. We aim to support them to build confidence, develop communication skills (speech and language/EAL) and become more creative. We also promote emotional well-being through music. In addition to this, we want our children to acquire essential skills such as listening, cooperation and building resilience. Our Music lessons are lively and interactive so that children foster a passion for music and performing. At The Parkland Federation, we aim to provide every child with high quality music lessons, enrichment activities and opportunities inside and outside of school. Our aspiration is that every child adopts a lifelong love of music and creativity.



Aim high, work hard, dream BIG!

**PKF**

Music is something that is celebrated, endorsed and encouraged in all aspects of our learning and living at Parkland. We want to inspire the minds of tomorrow to be creative and proactive musicians. We want them to make musical choices based upon their feelings, understanding and experiences of the subject.

## IMPLEMENTATION

Our schools follow the Music programme 'Charanga'. This embodies the skills outlined within the National Curriculum for music. We also come together once a week for singing assemblies where the children build up a repertoire of songs, including songs with British Sign Language.



Aim high, work hard, dream BIG!

PKF

All Year groups across the federation rehearse and perform a show annually in which music has a high profile. Each show is shared with families, friends and local community care homes and nurseries. This gives children a sense of pride and achievement.

Talented pupils are recognised at our school and encouraged to build on their skills through extra-curricular activities. These include; violin, drumming, guitar and keyboard lessons. Additionally, EYFS, Year 3 and Year 6 have specialist teachers come into school weekly and provide fun, engaging and stimulating instrument lessons.

Children who learn an instrument through our specialist teachers get many opportunities throughout the year to perform to their peers and parents/carers. We also invest in 1:1 music tuition for pupils with a particular passion for music.



Aim high, work hard, dream BIG!

PKF

Key Stage	Year Group	Listen and Appraise	Games and Singing	Playing Instruments	Improvising	Composing	Performance
1	1	<p>To enjoy moving to music in a variety of ways like; dancing, marching, representing animals</p> <p>To start to recognise very simple style indicators and different instruments</p> <p>To know up to five songs off by heart and know what the songs are about</p> <p>To recognise the sound and names of some of the instruments we use</p>	<p>To confidently sing or rap five songs from memory and sing them in unison</p> <p>To sing notes of different pitches (high and low) and know the difference between these</p> <p>To make different types of sounds with voices. For example, to rap or say words in rhythm.</p> <p>To start and stop singing when following a leader</p>	<p>To know the names for some of the instruments I'm playing</p> <p>To treat instruments carefully and with respect</p> <p>To play a tuned instrumental with a song that is being performed</p> <p>To listen to and follow musical instructions from a leader</p>	<p>To begin to understand how to make up my own tune or rhythm using one/two notes, or by singing and clapping</p> <p>To listen and clap back, then listen and clap their own answer (rhythms of words)</p>	<p>To help to create a simple melody using one, two or three notes</p> <p>To learn how the notes of the composition can be written down and changed if necessary</p>	<p>To practise, rehearse and perform to an audience alone or in a group during:</p> <p><b>1.Harvest Festival</b> <b>2.The School Nativity</b></p> <p>To add their own ideas to a performance</p>

Key Stage	Year Group	Listening and Appraising	Games and Singing	Playing Instruments	Improvising	Composing	Performance
1	2	<p>To recognise very simple style indicators and different instruments</p> <p>To know that songs have a musical style</p> <p>To discuss simple dimensions of music (pulse, rhythm, tempo and dynamics) and how they fit into the music they are listening to</p> <p>To begin to use basic musical language to describe the music they are listening to and their feelings towards it</p>	<p>To clap/sing back a simple rhythm such as their name, favourite food, colour or animal</p> <p>To recognise voices singing different notes (high/low)</p> <p>To sing in time with a group and have a good sense of rhythm and pulse</p> <p>To start and stop singing when following a leader</p>	<p>To know the names for some of the instruments they play</p> <p>To treat instruments carefully and with respect</p> <p>To play a tuned instrumental part with a song that is performed</p> <p>To play an instrument in time with a steady pulse</p> <p>To listen to and follow musical instructions from a leader</p>	<p>To listen and clap back a simple rhythm</p> <p>To begin to understand how to make up their own tune or rhythm using one or two notes, or by singing and clapping</p> <p>To use musical instruments to create their own simple rhythmic pattern</p>	<p>To create simple melodies using one of two notes, increasing to more when appropriate</p> <p>To record the composition in any way appropriate and changed the method if necessary</p>	<p>To practise, rehearse and perform to an audience alone or in a group during:</p> <p><b>1.Harvest Festival</b>  <b>2.The School Nativity</b>  <b>3.Year 2 Graduation Ceremony</b></p> <p>To add their own ideas to a performance</p> <p>To offer positive and constructive feedback about others' performance</p>

Key Stage	Year Group	Listening and Appraise	Games and Singing	Playing Instruments  Professional Music Tutor to deliver Recorder lessons to whole year group	Improvising	Composing	Performance
2	3	<p>To recognise simple style indicators and different instruments</p> <p>To confidently identify and move to the pulse in a song</p> <p>To use musical language to describe and talk about music</p> <p>To listen carefully and respectfully to other people's thoughts about music</p>	<p>To demonstrate how to find and feel the pulse in music</p> <p>To clap/play simple rhythms and copy one or two notes from a leader when directed to</p> <p>To understand the importance of warming up their voice and finding a good singing position (and why)</p> <p>To sing in time with a group and sing with a good sense of pulse</p> <p>To follow a leader when singing/playing an instrument</p>	<p>To treat instruments carefully and with respect</p> <p>To play a classroom instrument as part of a group or during a solo</p> <p>To respond to basic musical cues from a leader</p> <p>To listen to and follow musical instructions from a leader</p>	<p>To move beyond composing using two notes, increasing to more when appropriate</p> <p>To create slightly more complex melodies within the context of the song that is being learnt</p> <p>To create their own simple rhythmic patterns on their instrument/ or using their voice</p>	<p>To help create at least one simple melody using one, three or five different notes</p> <p>To plan and create a section of music that can be performed within the context of the song being learnt</p> <p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	<p>To practise, rehearse and perform to an audience alone or in a group during:</p> <p><b>1 The Harvest Festival</b> <b>2 The Recorder Concert</b></p> <p>To add their own ideas to a performance</p> <p>To perform what they've learnt with confidence</p> <p>To offer positive and constructive feedback about other people's performance</p>

Stage	Group	Learning and Appraise	Performing and Singing	Playing Instruments	Improvising	Composing	Performing
2	4	<p>To recognise simple style indicators and different instruments</p> <p>To talk about the musical dimensions working together in the songs being learnt. For example: if the song gets louder in the chorus (dynamics).</p> <p>To talk about the music and how it makes them feel</p> <p>To use musical language to describe and talk about music</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p>	<p>To find and internalise the pulse on their own and stay in time</p> <p>To demonstrate a fast and slow pulse</p> <p>To clap/play simple rhythms and copy one or two notes from a leader when directed</p> <p>To understand the importance of warming up their voice and finding a good singing position (and why)</p> <p>To sing in time with a group and sing with a good sense of pulse</p> <p>To follow a leader with confidence</p>	<p>To treat instruments carefully and with respect</p> <p>To play a classroom instrument as part of a group or during a solo</p> <p>To respond to basic musical cues from a leader</p> <p>To listen to and follow musical instructions from a leader</p> <p>To become involved in leading a group by making sure everyone plays their instrument in time</p>	<p>To explore and create simple musical sounds with voices and instruments within the context of the song being learnt</p> <p>To improvise using very simple patterns with their instrument/voice</p> <p>To perform my own simple rhythmic patterns that lead to melodies in a group or solo</p> <p>To improvise using one or two notes</p>	<p>To help create at least one simple melody using one, three or five different notes</p> <p>To plan and create a section of music that can be performed within the context of the song being learnt</p> <p>To talk about how their music was created</p> <p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To perform what they have learnt to an audience during:</p> <p><b>The Easter Production</b></p> <p>To play an instrument, improvise and play their compositions as part of a performance with as much confidence and accuracy as possible</p> <p>To add their own ideas to a performance</p> <p>To perform what they've learnt with confidence.</p> <p>To offer positive and constructive feedback about other people's performance.</p>



Key Stage	Year Group	Listening and Appraise	Games and Singing	Playing Instruments	Improvising	Composing	Performance
2	5	<p>To recognise style indicators and different instruments</p> <p>To identify and move to the pulse with ease</p> <p>To think about the message of songs</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and also their differences</p> <p>To talk about the music and how it makes them feel</p> <p>To use musical language to describe and talk about music</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p>	<p>To find and internalise the pulse on their own and stay in time.</p> <p>To demonstrate a fast and slow pulse</p> <p>To clap/play simple rhythms and copy one or two notes from a leader when asked</p> <p>To understand the importance of warming up my voice and finding a good singing position (and why)</p> <p>To sing in time with a group and sing with a good sense of pulse</p> <p>To follow a leader with confidence</p>	<p>To treat instruments carefully and with respect</p> <p>To play a classroom instrument as part of a group or during a solo</p> <p>To respond to basic musical cues from a leader</p> <p>To listen to and follow musical instructions from a leader</p> <p>To become involved in leading a group by making sure everyone plays their instrument in time</p>	<p>To explore and create simple musical sounds with voices and instruments within the context of the song being learnt</p> <p>To improvise using very simple patterns with my instrument/ voice</p> <p>To perform their own simple rhythmic patterns that lead to melodies in a group or solo</p> <p>To improvise using several different notes</p>	<p>To create more complex melodies within the context of the song that is being learnt</p> <p>To move beyond composing using two or three notes, increasing to more when appropriate</p> <p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p> <p>To identify the awareness of a link between shape and pitch using graphic notations/symbols</p>	<p>To perform what they have learnt to an audience during:</p> <p><b>The Christmas Production</b></p> <p>To play an instrument, improvise and play their compositions as part of a performance with as much confidence and accuracy as possible</p> <p>To add their own ideas to a performance</p> <p>To perform what they have learnt with confidence</p> <p>To offer positive and constructive feedback about others' performance.</p>

Key Stage	Year Group	Listening and Appraise	Games and Singing	Playing Instruments <small>Professional Music Tutor to deliver Drumming lessons to whole year group</small>	Improvising	Composing	Performance
2	6	<p>To recognise very simple style indicators and different instruments</p> <p>To identify and move to the pulse with ease and explain and give examples of how pulse, rhythm, pitch, tempo, dynamics and structure fit together</p> <p>To think about the messages in songs</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and their differences</p> <p>To talk about the music and how it makes them feel</p> <p>To use musical language to describe and talk about music</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p>	<p>To find and internalise the pulse independently and stay in time with it</p> <p>To clap/play rhythms and copy one or two notes from a leader when asked</p> <p>I understand the importance of warming up their voice and finding a good singing position (and why)</p> <p>To sing in time with a group and sing with a good sense of pulse.</p> <p>To understand the importance of clear direction and tuning</p> <p>To follow a leader with confidence and take the lead when appropriate</p>	<p>To treat instruments carefully and with respect</p> <p>To play a classroom instrument as part of a group or during a solo, playing with confidence, knowledge and enjoyment.</p> <p>To respond to musical cues and direction from a leader</p> <p>To listen to and follow musical instructions from a leader</p> <p>To be involved in leading a group by making sure everyone plays their instrument in time</p>	<p>To explore and create simple musical sounds with voices and instruments within the context of the song being learnt</p> <p>To improvise using very simple patterns with my instrument/voice.</p> <p>To perform their own simple rhythmic patterns that lead to melodies in a group or solo</p> <p>To improvise using different notes with greater confidence</p>	<p>To create more complex melodies within the context of the song that is being learnt and do this with a deeper understanding</p> <p>To composing using several different notes, increasing to more when appropriate.</p> <p>To explain the keynote or home note and the structure of the melody</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To perform what they have learnt to an audience during:</p> <p><b>1 The Drumming Concert</b> <b>2 The End of Primary Extravaganza</b></p> <p>To play an instrument, improvise and play their compositions as part of a performance with as much confidence and accuracy as possible</p> <p>To perform what they've learnt with confidence</p> <p>To offer positive and constructive feedback about other people's performance</p> <p>To compare a recent performance to a previous performance</p> <p>To discuss and talk musically about a performance – "What went well?" and "It would have been even better if...?"</p>



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Subject Leader: Miss Natasha Guthrie  
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