



# **EYFS – Music Skills Progression**

**Intent:** At Pot Kiln we believe that children should be given the skills to become effective and successful Musicians. As children travel through their journey at Pot Kiln we aim to build children's musical skills through the six main areas of musical understanding.

<p style="text-align: center;"><b>Listen and Appraise</b></p> <p>Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music using voices and instruments Listening and appraising Funk music</p>	<p style="text-align: center;"><b>Singing</b></p> <p>- Learning to sing or sing along with nursery rhymes and action songs</p>
<p style="text-align: center;"><b>Playing</b></p> <p>Singing and learning to play instruments within a song</p>	<p style="text-align: center;"><b>Improvisation</b></p> <p>Improvising leading to playing classroom instruments Improvisation using voices and instruments</p>
<p style="text-align: center;"><b>Composition</b></p> <p>Riff-based composition</p>	<p style="text-align: center;"><b>Performance</b></p> <p>Share and perform the learning that has taken place</p>



# Year 1 – Music Skills Progression

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<p style="text-align: center;"><b><i>Listen and Appraise</i></b></p> <ul style="list-style-type: none"><li>- To learn how people can enjoy moving to music by dancing, marching, being animals or pop stars.</li><li>- Find the pulse. Choose an animal and find the pulse</li><li>- Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li><li>- Create rhythms for others to copy.</li><li>- Listen and sing back. Use voices to copy back using 'la', whilst marching to the steady beat.</li></ul>	<p style="text-align: center;"><b><i>Singing</i></b></p> <ul style="list-style-type: none"><li>- Learn about voices, singing notes of different pitches (high and low).</li><li>- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li><li>- Learn to start and stop singing when following a leader.</li></ul>
<p style="text-align: center;"><b><i>Playing</i></b></p> <ul style="list-style-type: none"><li>- Treat instruments carefully and with respect.</li><li>- Play a tuned instrumental part with the song they perform.</li><li>- Learn to play an instrumental part that matches a musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li><li>- Listen to and follow musical instructions from a leader.</li></ul>	<p style="text-align: center;"><b><i>Improvisation</i></b></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"><li>1. <b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li><li>2. <b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.</li><li>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li></ol>
<p style="text-align: center;"><b><i>Composition</i></b></p> <ul style="list-style-type: none"><li>- Help to create a simple melody using one, two or three notes.</li><li>- Learn how the notes of the composition can be written down and changed if necessary.</li></ul>	<p style="text-align: center;"><b><i>Performance</i></b></p> <ul style="list-style-type: none"><li>- Choose a song that has been learnt and perform it.</li><li>- Individuals can add ideas to the performance.</li><li>- Record the performance and say feeling associated with it.</li></ul>



## Year 2 – Music Skills Progression

**Intent:** At Pot Kiln we believe that children should be given the skills to become effective and successful Musicians. As children travel through their journey at Pot Kiln we aim to build children's musical skills through the six main areas of musical understanding.

<p style="text-align: center;"><b><i>Listen and Appraise</i></b></p> <ul style="list-style-type: none"><li>- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li><li>- To learn how songs can tell a story or describe an idea.</li><li>- Find the pulse. Choose an animal and find the pulse.</li><li>- Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li><li>- Create rhythms for others to copy.</li><li>- Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</li></ul>	<p style="text-align: center;"><b><i>Singing</i></b></p> <ul style="list-style-type: none"><li>- Learn about voices singing notes of different pitches (high and low).</li><li>- Learn that people can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li><li>- Learn to find a comfortable singing position.</li><li>- Learn to start and stop singing when following a leader.</li></ul>
<p style="text-align: center;"><b><i>Playing</i></b></p> <ul style="list-style-type: none"><li>- Treat instruments carefully and with respect.</li><li>- Learn to play a tuned instrumental part that matches a musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li><li>- Play the part in time with the steady pulse.</li><li>- Listen to and follow musical instructions from a leader.</li></ul>	<p style="text-align: center;"><b><i>Improvisation</i></b></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"><li>1. <b>Clap and Improvise</b> – Listen and clap back, then listen and clap an individual answer (rhythms of words).</li><li>2. <b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play individual answer using one or two notes.</li><li>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li></ol>
<p style="text-align: center;"><b><i>Composition</i></b></p> <ul style="list-style-type: none"><li>- Help create three simple melodies with the Units using one, three or five different notes.</li><li>- Learn how the notes of the composition can be written down and changed if necessary.</li></ul>	<p style="text-align: center;"><b><i>Performance</i></b></p> <ul style="list-style-type: none"><li>- Choose a song that has been learnt and perform it.</li><li>- Individuals can add their ideas to the performance.</li><li>- Record the performance and say feeling associated with it.</li></ul>



# Year 3 – Music Skills Progression

**Intent:** At Pot Kiln we believe that children should be given the skills to become effective and successful Musicians. As children travel through their journey at Pot Kiln we aim to build children's musical skills through the six main areas of musical understanding.

<p style="text-align: center;"><b><i>Listen and Appraise</i></b></p> <ul style="list-style-type: none"> <li>- To confidently identify and move to the pulse.</li> <li>- To think about what the words of a song mean.</li> <li>- To take it in turn to discuss how the song makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- Create own simple rhythm patterns.</li> <li>- Copy rhythms back with instruments, without then with notation</li> </ul>	<p style="text-align: center;"><b><i>Singing</i></b></p> <ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To have an awareness of the pulse internally when singing.</li> </ul>
<p style="text-align: center;"><b><i>Playing</i></b></p> <ul style="list-style-type: none"> <li>- To treat instruments carefully and with respect.</li> <li>- 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) from memory or using notation.</li> <li>- To rehearse and perform a part within the context of the song.</li> <li>- To listen to and follow musical instructions from a leader.</li> </ul>	<p style="text-align: center;"><b><i>Improvisation</i></b></p> <p>Improvise using instruments in the context of the song they are learning to perform.</p> <ul style="list-style-type: none"> <li>- <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>- <b>Play and Improvise</b> – Using your instruments, listen and play individual answer using one or two notes.</li> <li>- <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul>
<p style="text-align: center;"><b><i>Composition</i></b></p> <ul style="list-style-type: none"> <li>- Help create at least one simple melody using one, three or five different notes.</li> <li>- Plan and create a section of music that can be performed within the context of the song.</li> <li>- Talk about how it was created.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>- Record the composition in any way appropriate that recognises the connection between</li> </ul>	<p style="text-align: center;"><b><i>Performance</i></b></p> <ul style="list-style-type: none"> <li>- To choose what to perform and create a programme.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the best place to be when performing and how to stand or sit.</li> <li>- To record the performance and identify feelings, went well and what could be changed and why.</li> </ul>



# Year 4 – Music Skills Progression

**Intent:** At Pot Kiln we believe that children should be given the skills to become effective and successful Musicians. As children travel through their journey at Pot Kiln we aim to build children's musical skills through the six main areas of musical understanding.

<p style="text-align: center;"><b><i>Listen and Appraise</i></b></p> <ul style="list-style-type: none"> <li>- To confidently identify and move to the pulse.</li> <li>- To talk about the musical dimensions working together in the songs eg if the song gets louder in the chorus (dynamics).</li> <li>- Talk about the feelings evoked by the music.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- Try to use musical words when talking.</li> <li>- Create simple rhythm patterns individually.</li> <li>- Copy back with instruments, without then with notation.</li> </ul>	<p style="text-align: center;"><b><i>Singing</i></b></p> <ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To re-join the song if lost.</li> <li>- To listen to the group when singing.</li> </ul>
<p style="text-align: center;"><b><i>Playing</i></b></p> <ul style="list-style-type: none"> <li>- To treat instruments carefully and with respect.</li> <li>- 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.</li> <li>- To rehearse and perform a part within the context of the song.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<p style="text-align: center;"><b><i>Improvisation</i></b></p> <p>Improvise using instruments in the context of a song being learnt to perform.</p> <p><b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</p> <ul style="list-style-type: none"> <li>- <b>Play and Improvise</b> – Using instruments, listen and play individual answer using one or two notes.</li> <li>- <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul>
<p style="text-align: center;"><b><i>Composition</i></b></p> <ul style="list-style-type: none"> <li>- Help create at least one simple melody using one, three or all five different notes.</li> <li>- Plan and create a section of music that can be performed within the context of the song.</li> <li>- Talk about how it was created.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p style="text-align: center;"><b><i>Performance</i></b></p> <ul style="list-style-type: none"> <li>- To choose what to perform and create a programme.</li> <li>- Present a musical performance designed to capture the audience.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the best place to be when performing and how to stand or sit.</li> <li>- To record the performance and say how they were feeling, what went well and what would be changed next time and why.</li> </ul>



# Year 5 – Music Skills Progression

**Intent:** At Pot Kiln we believe that children should be given the skills to become effective and successful Musicians. As children travel through their journey at Pot Kiln we aim to build children's musical skills through the six main areas of musical understanding.

<p style="text-align: center;"><b><i>Listen and Appraise</i></b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When talking try to use musical words.</li> <li>- To talk about the musical dimensions working together in the songs.</li> <li>- Talk about the feeling elicited from the music.</li> </ul>	<p style="text-align: center;"><b><i>Singing</i></b></p> <ul style="list-style-type: none"> <li>- To sing in unison and to sing backing vocals.</li> <li>- To enjoy exploring singing solo.</li> <li>- To listen to the group when singing.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how individuals fit into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> </ul>
<p style="text-align: center;"><b><i>Playing</i></b></p> <ul style="list-style-type: none"> <li>- Play a musical instrument with the correct technique within the context of the song.</li> <li>- Select and learn an instrumental part that matches a 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.</li> <li>- To rehearse and perform within the context of the song.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul>	<p style="text-align: center;"><b><i>Improvisation</i></b></p> <p>Improvise using instruments in the context of a song to be performed.</p> <ul style="list-style-type: none"> <li>- Copy back using instruments. Use the two or three notes.</li> <li>- Question and Answer using instruments. Use two or three notes in your answer. Always start on a G.</li> <li>- Improvise using two or three notes.</li> </ul>
<p style="text-align: center;"><b><i>Composition</i></b></p> <ul style="list-style-type: none"> <li>- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.</li> <li>- Explain the keynote or home note and the structure of the melody.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p style="text-align: center;"><b><i>Performance</i></b></p> <ul style="list-style-type: none"> <li>- To choose what to perform and create a programme.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the venue and how to use it to best effect.</li> <li>- To record the performance and compare it to a previous performance.</li> <li>- To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> </ul>



# Year 6 – Music Skills Progression

**Intent:** At Pot Kiln we believe that children should be given the skills to become effective and successful Musicians. As children travel through their journey at Pot Kiln we aim to build children's musical skills through the six main areas of musical understanding.

<p style="text-align: center;"><b><i>Listen and Appraise</i></b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music</li> <li>- Use musical words when talking about the songs.</li> <li>- To talk about the musical dimensions working together in the songs.</li> <li>- Talk about the feelings in the music, using musical language to describe the music.</li> <li>- Lead the class by inventing rhythms for others to copy back.</li> <li>- Copy back two-note riffs by ear and with notation.</li> <li>- Question and answer using two different notes.</li> </ul>	<p style="text-align: center;"><b><i>Singing</i></b></p> <ul style="list-style-type: none"> <li>- To sing in unison and to sing backing vocals.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how everyone fits into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> </ul>
<p style="text-align: center;"><b><i>Playing</i></b></p> <ul style="list-style-type: none"> <li>- Play a musical instrument with the correct technique within the context of the song.</li> <li>- Select and learn an instrumental part that matches a 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.</li> <li>- To rehearse and perform a part within the context of the song.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul>	<p style="text-align: center;"><b><i>Improvisation</i></b></p> <p>Improvise using instruments in the context of a song to be performed.</p> <ul style="list-style-type: none"> <li>- Copy back using instruments. Use the two notes.</li> <li>- Question and Answer using instruments. Use two or three notes in your answer. Always start on a G.</li> <li>- Improvise using two or three notes.</li> </ul>
<p style="text-align: center;"><b><i>Composition</i></b></p> <ul style="list-style-type: none"> <li>- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.</li> <li>- Explain the keynote or home note and the structure of the melody.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p style="text-align: center;"><b><i>Performance</i></b></p> <ul style="list-style-type: none"> <li>- To choose what to perform and create a programme.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the venue and how to use it to best effect.</li> <li>- To record the performance and compare it to a previous performance.</li> <li>- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>

# Music at Pot Kiln

## **Intent**

At Pot Kiln Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding of a range of different genres of music and the different features of these. It is through these features that children come to understand how music can be used to express themselves and their emotions. Pupils are encouraged to experiment, through improvisation, composition and using a range of instruments, to find different ways in which to be creative, while at the same time finding a way to demonstrate their emotions in a constructive manner and relate to others. We aim to provide children with the opportunity to confidently progress in their creativity and expression along with working with other pupils.

## **Implementation**

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies and performances.

Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding.

The key elements of music are taught so that children are able to use some of the language of music to describe it, and understand how it is made, played, appreciated and analysed. It is through this that children are able to then express themselves and use music for a variety of reasons beyond just listening to it but can identify why they want to listen to different music at different times. In the classroom children learn how to play a variety of instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different features of music, which in turn increases their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds, not just singing words, develops the understanding of musical elements without the added complexity of an instrument so pupils are able to concentrate more deeply on these without their focus being on how to play an instrument or worrying about making a mistake when playing.

## **Impact**

At Pot Kiln our approach to music enables children to develop an understanding of how culture impacts musical style and genre and how these have changed throughout history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in many ways, this may be as a listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas relating to a range of musical styles, whilst acknowledging and respecting that these may vary and that this is positive thing. They can identify different components of music and comprehend how all parts work together to create a piece of music. They can sing and feel a pulse.