

CHARLTON HOUSE INDEPENDENT SCHOOL

Progression of Musical Skills



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Explore and use vocal sounds, talking and singing. Chant and sing familiar rhymes and songs, including action songs.	Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and/or mood. Build rhythmic and melodic memory.	Explore and use a wider variety of tones and chants. Sing rhymes and songs with a greater awareness of character and/or mood. Use simple vocal patterns as accompaniment.	Explore the use of the voice as an instrument, chant and sing with developing expressive awareness in simple layers including rounds and partner songs.	Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs.	Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive intention and awareness of style.	Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style.
Playing	Explore and use a range of sounds including body sounds and percussion instruments, beginning to develop control and accuracy.	Explore and use an increased range of sounds (including body sounds). Begin to use correct percussion techniques and show awareness of the use of the dominant hand.	Demonstrate accuracy and control of correct technique on a range of tuned and untuned percussion instruments. Begin to play with musical intent.	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality.	Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality.	Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness.	Demonstrate precise and confident instrumental skills and use them to perform with musical awareness.
Rehearsing	Sing and play individually and in a group, starting and stopping together and following simple directions.	Sing and play in time and follow a range of simple directions. Start thinking about how to improve.	Sing and play in time and follow a wider range of simple directions. Develop awareness of how to improve.	Recognise why and when to improve and start to develop basic individual and rehearsal skills.	Recognise which improvements need to be made and use individual and group rehearsal skills.	Recognise which refinements need to be made and explore a range of different rehearsal strategies.	Recognise which refinements need to be made and know how to make them.
Notating	Respond to and recognise musical ideas represented by objects, picture	Respond to and recognise signs, symbols and other basic graphic	Respond to, identify and use symbols and graphic notation	Identify symbols to represent dynamics and rhythm. Start to	Understand and use more detailed symbols representing pitch,	Develop a better understanding of notes in the treble clef.	Become confident in reading notes in the treble clef. Introduce the bass

	clues, signs and symbols.	notation.	to illustrate rhythm and pitch.	become familiar with direction of notes on the stave.	rhythm and dynamics. Begin to read treble clef notes.	Understand and respond to a wider range of symbols representing rhythm and dynamics.	clef and begin to recognise note names.
Listening and Responding	Explore, enjoy and respond to sounds from different sources and discuss how music makes you feel.	Explore, recognise and respond to musical moods including major/minor and discuss how the mood changes.	Respond to, identify and distinguish between sounds and music in different contexts. Begin to consider how music tells a story.	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically.	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify where and how the composer has used key features/devices.	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved.
Describing and Discussing	Talk about sounds and music and think about how they make you feel.	Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the musical elements.	Think and talk about what you hear. Begin to explore the ideas behind the music and how they make you feel. Use key words relating to the musical elements.	Discuss, describe and start to share opinions about what you hear and the impact of the music using a growing musical vocabulary.	Discuss, describe and start to share opinions about what you hear, the context/purpose and the impact of the music using a growing musical vocabulary.	Discuss and share informed opinions about what you hear, commenting on the context/purpose and impact of the music. Consider the composer's musical use of key features and devices.	Discuss and share informed opinions about what you hear, commenting on the context/purpose and impact of the music. Consider the composer's musical intent and how it was achieved. Demonstrate fluent musical vocabulary.