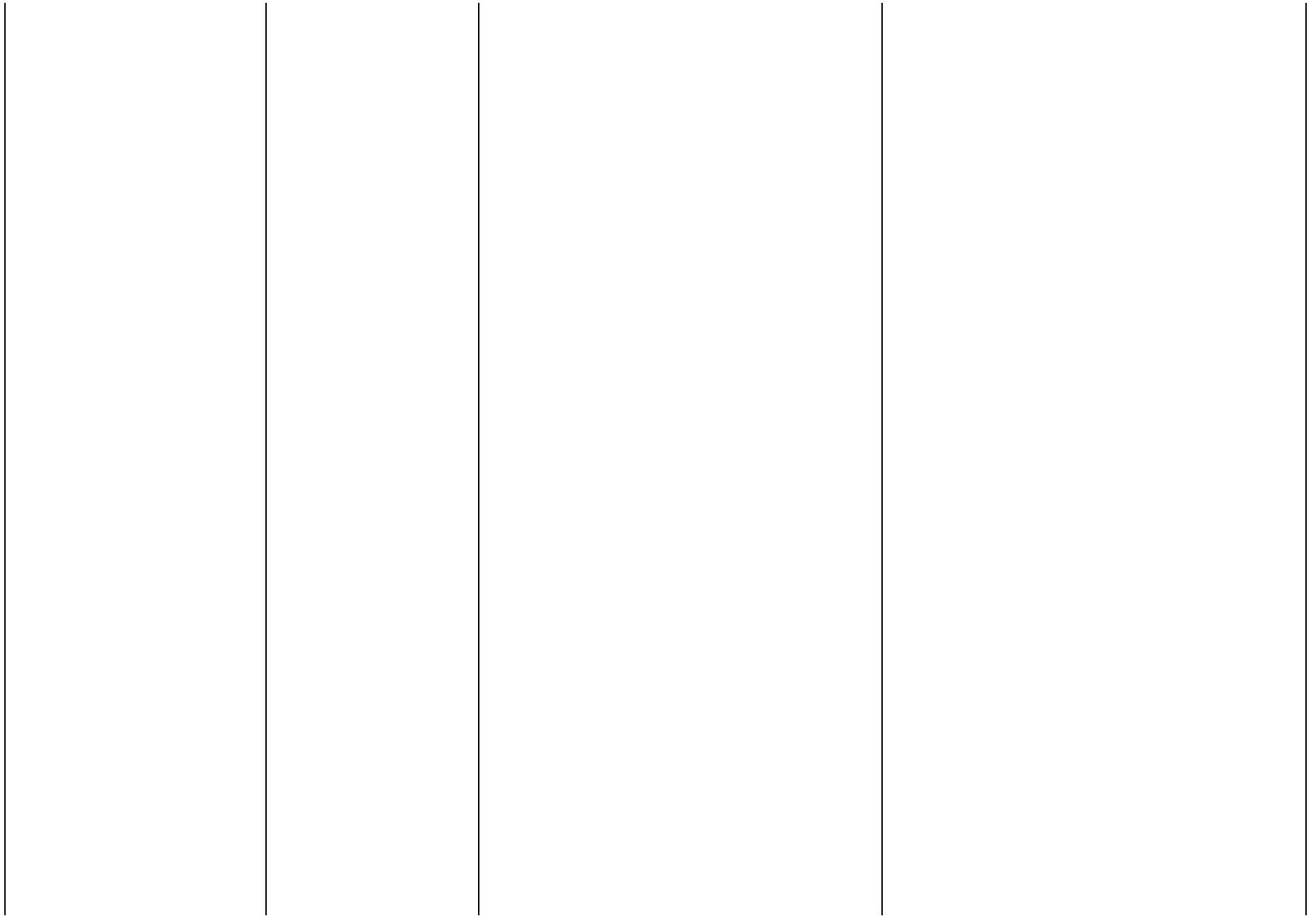
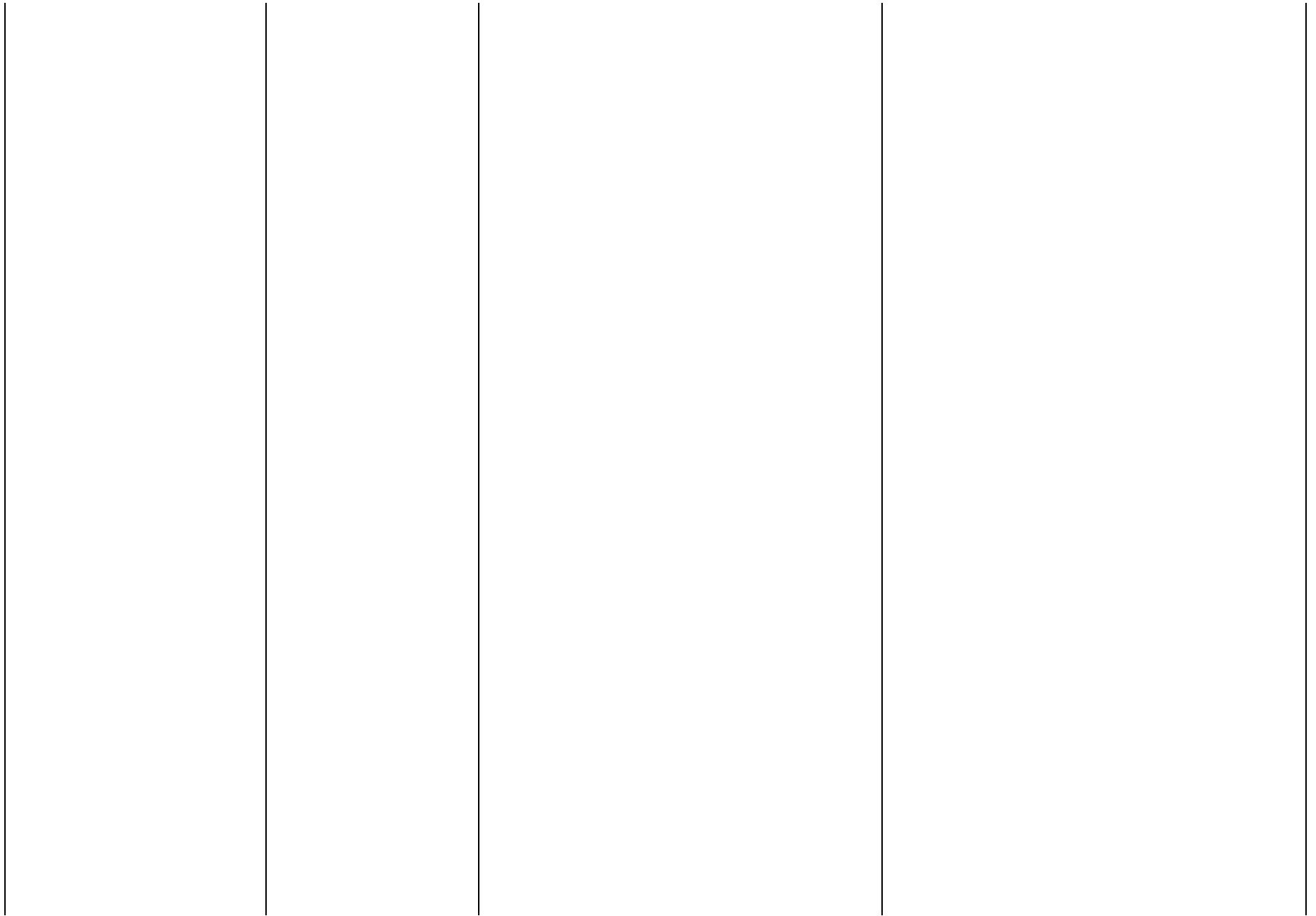


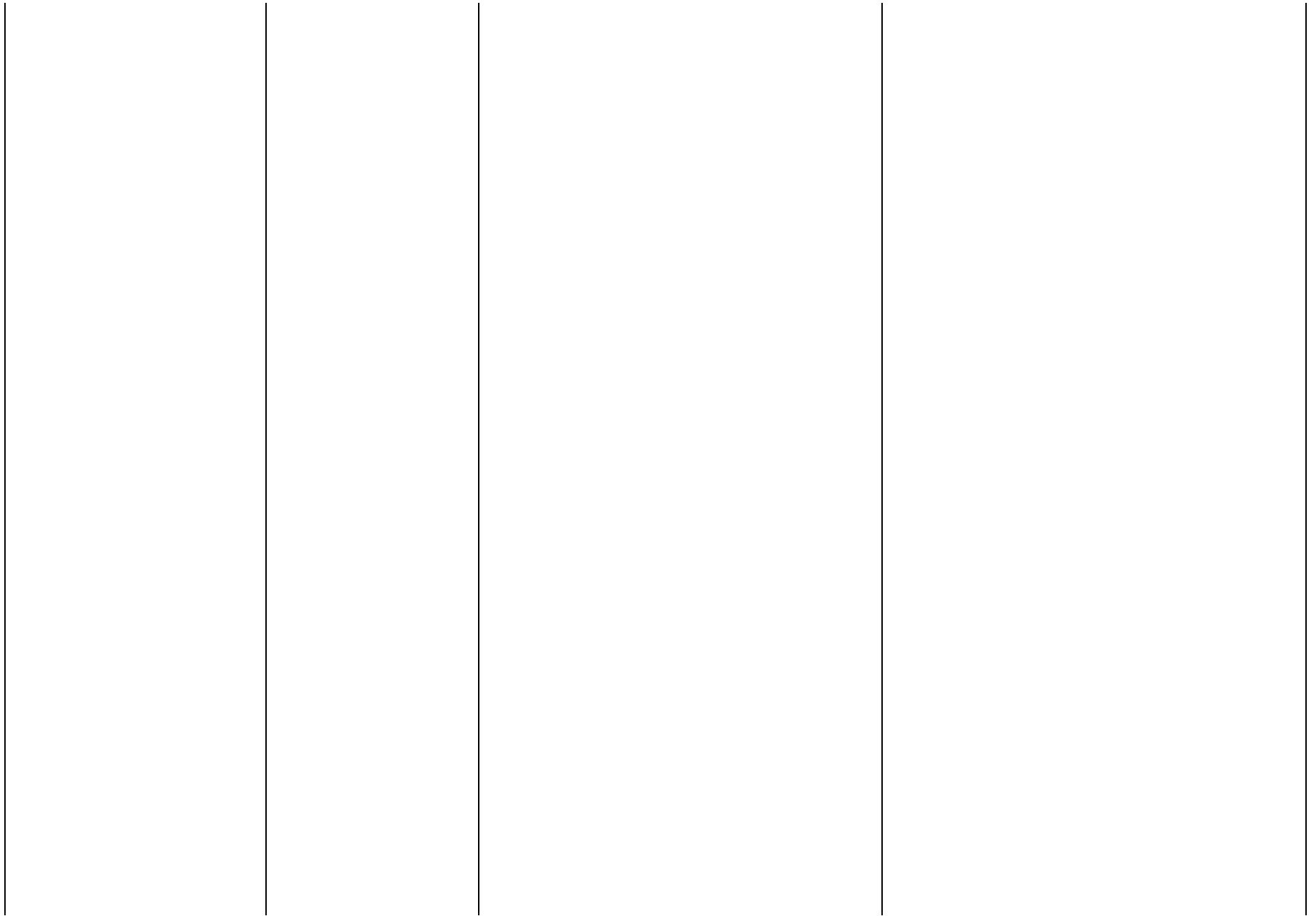
### Staplehurst Second Order Concept Progression

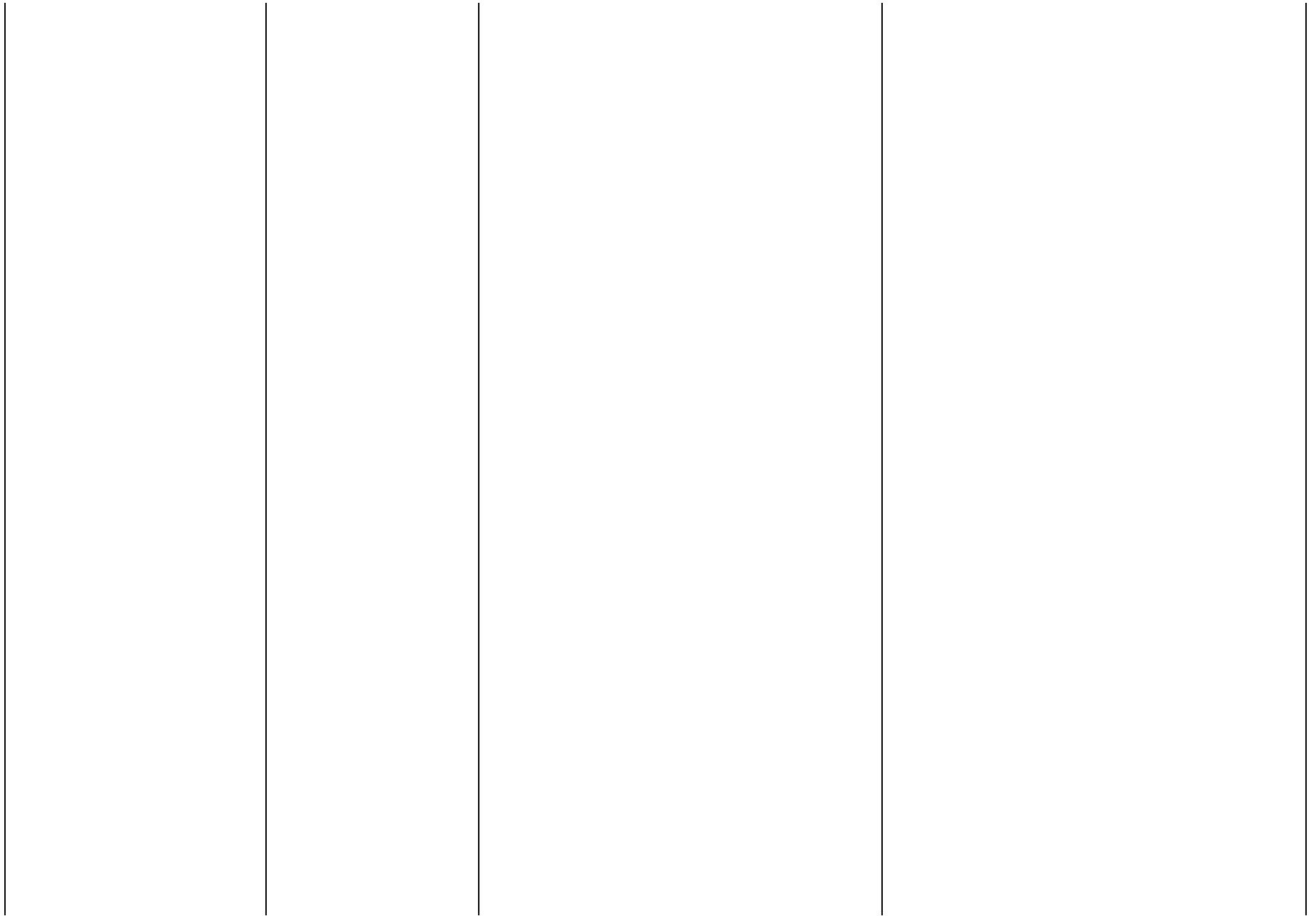
Year	Singing	Listening	Composing	Performing
EYFS	Pupils sing well-known nursery rhymes and songs		Pupils can make musical choices based on a stimulus (e.g story or picture)	Pupils can perform songs and rhymes and move in time to the music
		Charanga Listen and Respond pieces	Pupils can experiment with different ways of playing instruments	
	Pupils can sing call and response songs	(First Order Concepts)	Pupils can improvise when guided	Pupils can express feelings and ideas through music and movement
	Pupils can pitch match with their voices			
	Pupils can sing together in time with the pulse, matching pitch and rhythms with some accuracy.		Pupils can improvise short rhythms on untuned percussion (or tuned percussion)	Pupils can move in time to the beat to pieces of different tempo (fast and slow)
Year 1		Charanga Listen and Respond pieces		
	Pupils can follow visual cues (start and stop)	(First Order Concepts)	Pupils can use simple notation (or graphic) and tech to compose	Pupils can demonstrate an understanding of pulse, rhythm and pitch whilst performing
	Pupils can sing call and response songs		Pupils can make musical choices based on a stimulus (e.g story or picture)	Pupils begin to show confidence when performing
	Pupils have good posture and use their singing voices (not shouting)			Pupils can repeat simple patterns using body percussion, tuned and untuned instruments
	Pupils can sing together in time with the pulse, matching pitch and rhythms accurately.		Pupils can improvise short rhythms and melodies on tuned and untuned percussion.	Pupils show confidence when performing in solo and ensemble settings
Year 2		Charanga Listen and Respond pieces		
	Pupils can sing using some dynamics	(First Order Concepts)	Pupils can make musical decisions using dynamics	Pupils demonstrate an understanding of pitch, pulse, rhythm, dynamics and style during performances
	Pupils can follow visual cues (dynamics, start and stop)			
	Pupils sing rounds and call and response songs		Pupils can recognise and compose with crotchets (1 beat) and quavers (2 half beat notes) and 1 beat rests.	Pupils have good routines for rehearsals and know the skills needed for a performance
	Pupils have good breathing technique and posture and use their singing voices (not shouting)		Pupils can use music technology to combine and change sounds.	Pupils play a range of percussion instruments with good technique
Year 3	Pupils sing in unison and in parts		Pupils can improvise longer rhythms and melodies on tuned and untuned ins	Pupils begin to learn to play an instrument-recorder
	Pupils sing with increasing accuracy of rhythm a	Charanga Listen and Respond pieces	Pupils create music using variety of stimuli and record ideas using graphics, rhythm and staff notation and/or technology	
		(First Order Concepts)	Pupils can structure ideas with beginning, middle and end	Pupils show increased confidence when performing in solo and ensemble settings
	Pupils sing in a variety of styles and settings.		Pupils can recognise and compose with crotchets (1 beat) and quavers (2 half beat notes) 1 beat rests and minims (2 beats)	
	Pupils sing using dynamics f and p		Pupils can compose accompaniments on untuned percussion	Pupils continue to develop good routines for rehearsals and know the skills needed for a performance
Year 4	Pupils understand the value of warming up voice and body		Pupils create music using variety of stimuli and record ideas using graphics, rhythm and staff notation and/or technology	Pupils demonstrate an increased understanding of pitch, pulse, rhythm, dynamics and style during performances
	Pupils sing in unison and in parts		Pupils can improvise on their instrument using smooth and detached notes	Pupils further develop instrumental skills - recorder
		Charanga Listen and Respond pieces		Pupils can use articulation whilst playing recorder (smooth/detached)
	Pupils sing using a wider range of dynamics and changes of tempo.		Pupils can compose using a pentatonic scale	
		(First Order Concepts)	Pupils create music using a variety of stimuli and record ideas using graphics, rhythm and staff notation and/or technology	Pupils perform with confidence when performing in solo and ensemble settings
	Pupils sing in a variety of styles and settings.			

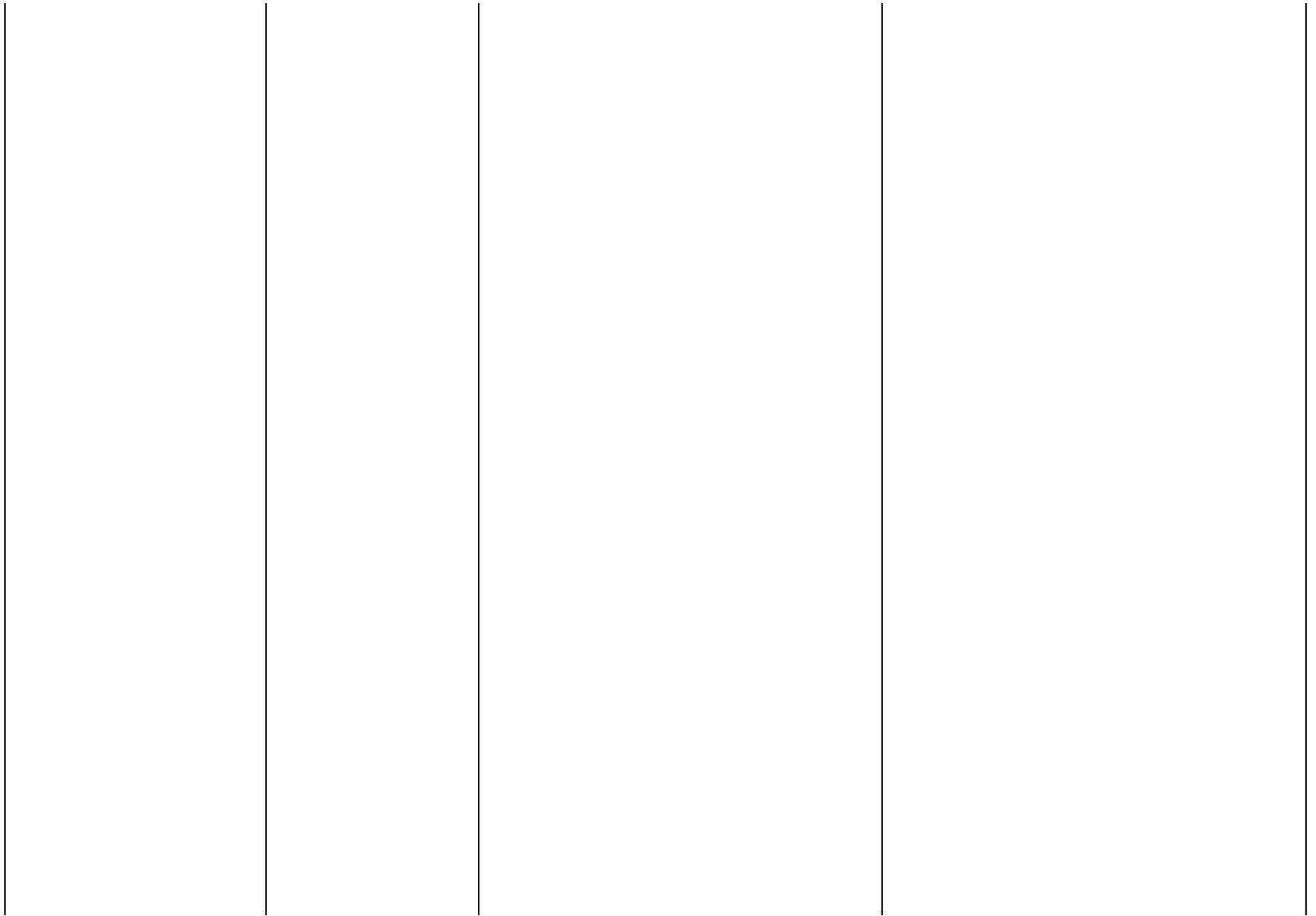
				Pupils demonstrate a further understanding of pitch, pulse, rhythm, dynamics and style during performances
	Pupils sing with increasing accuracy of rhythm and pitch		Pupils can recognise and compose with crotchets (1 beat) and quavers (2 half beat notes) 1 beat rests and minims (2 beats) and semibreves (4 beats)	
<b>Year 5</b>	Pupils sing with good technique.	Charanga Listen and Respond pieces  (First Order Concepts)	Pupils can compose or improvise a short melody (using a stimulus) with effective use of rhythm and pitch	Pupils can sing and play a range of instruments with good technique (ukulele, tuned and untuned percussion)
	Pupils sing in a variety of styles and settings. Pupils sing with accuracy of rhythm and pitch		Pupils are able to dictate (write) their composition using an appropriate style (stave/graphic etc.)	Pupils can perform with a sense of expression, using a range of dynamics and articulation.
	Pupils begin to sing expressively		Pupils can apply their knowledge of dynamics and expression to their composition	Pupils can perform with some accuracy of rhythm and pitch. Some pupils can play melodies and rhythms that are more challenging.
	Pupils understand the value of vocal health		Pupils have opportunities to explore composing short melodies or rhythms using technology	Pupils can perform successfully as part of an ensemble, demonstrating their listening skills and musical awareness
	Pupils can sing in parts.			
<b>Year 6</b>	Pupils can sing with excellent technique	Charanga Listen and Respond pieces  (First Order Concepts)	Pupils can compose or improvise melodies (using a stimulus) with effective use of the elements of music	Pupils can sing and play a range of instruments with excellent technique (ukulele, tuned and untuned percussion)
	Pupils can sing expressively in a range of styles		Pupils can apply their knowledge of harmony (chords) to a short arrangement	
	Pupils sing with accuracy of rhythm and pitch		Pupils are able to successfully dictate (write) their composition using a range of notation styles (stave/graphic etc.)	Pupils can perform with a sense of expression, using a range of dynamics and articulation. Most pupils will be able to emote a feeling through their performance.
	Pupils sing confidently in parts			
	Pupils can explain the value of vocal health		Pupils have opportunities to apply their musical knowledge to musical technology  Pupils have opportunities to apply their musical knowledge to musical technology	Pupils can perform with accuracy of rhythm and pitch. Most pupils can play melodies and rhythms that are more challenging and include a range of pitches and rhythms.

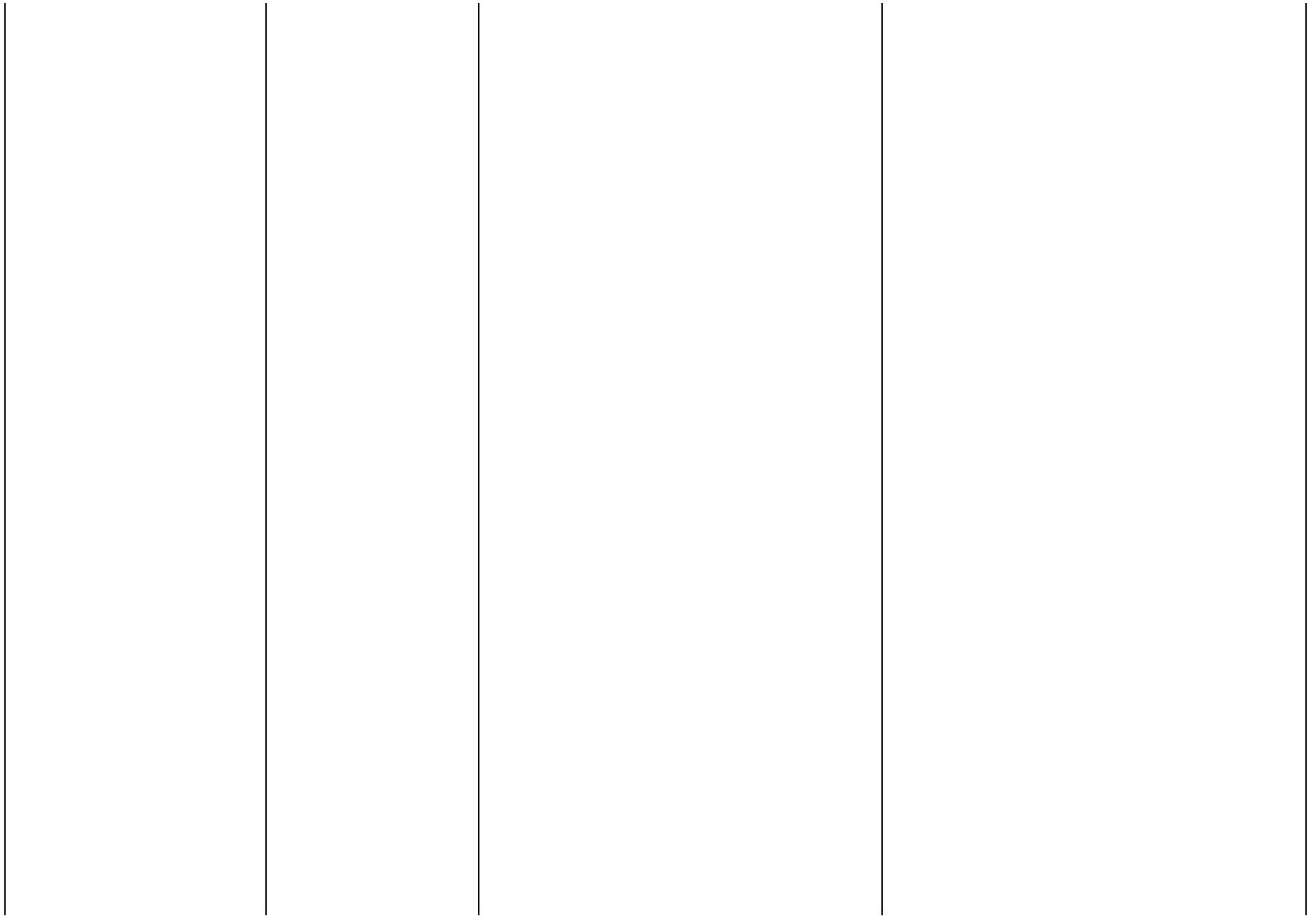


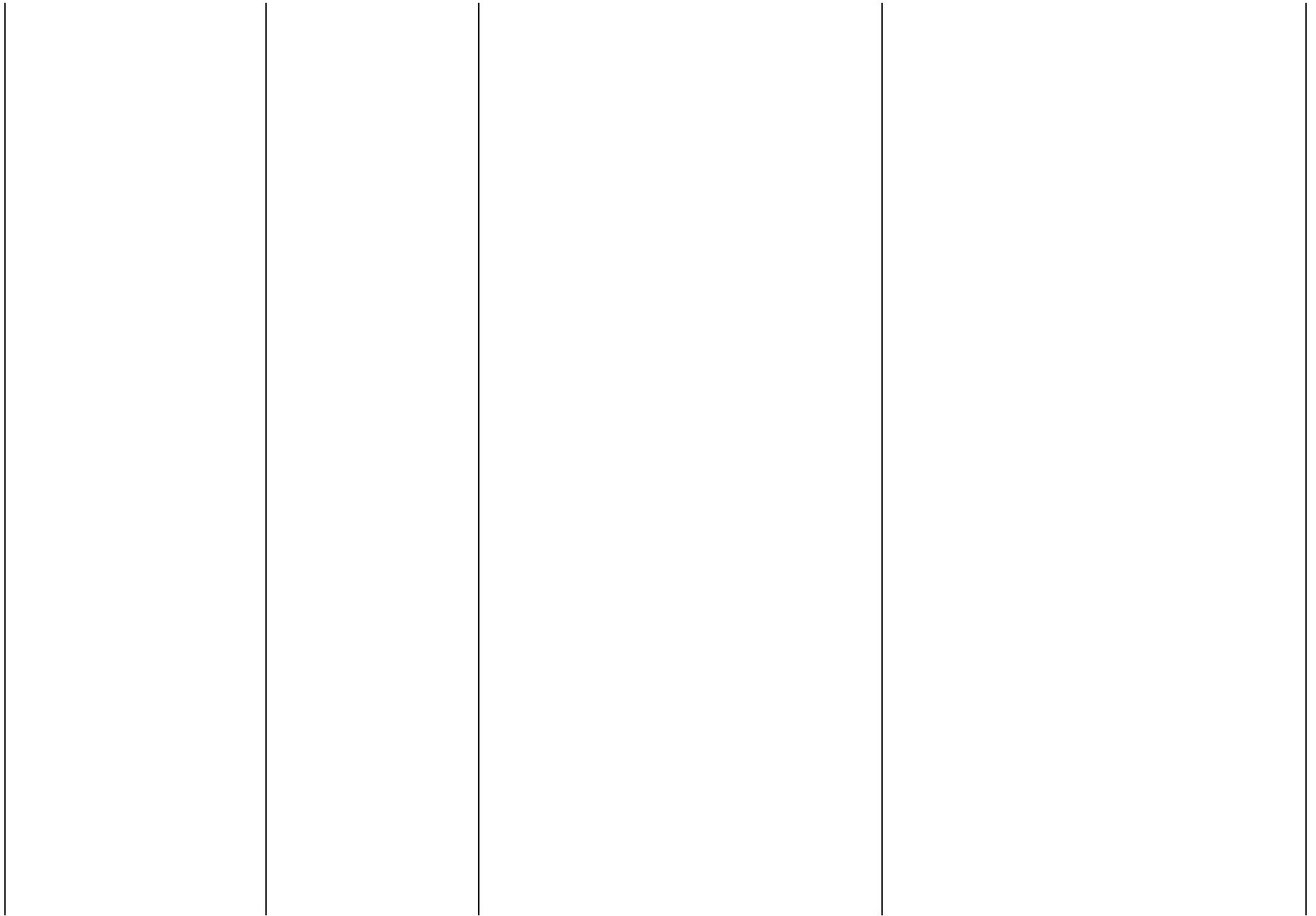


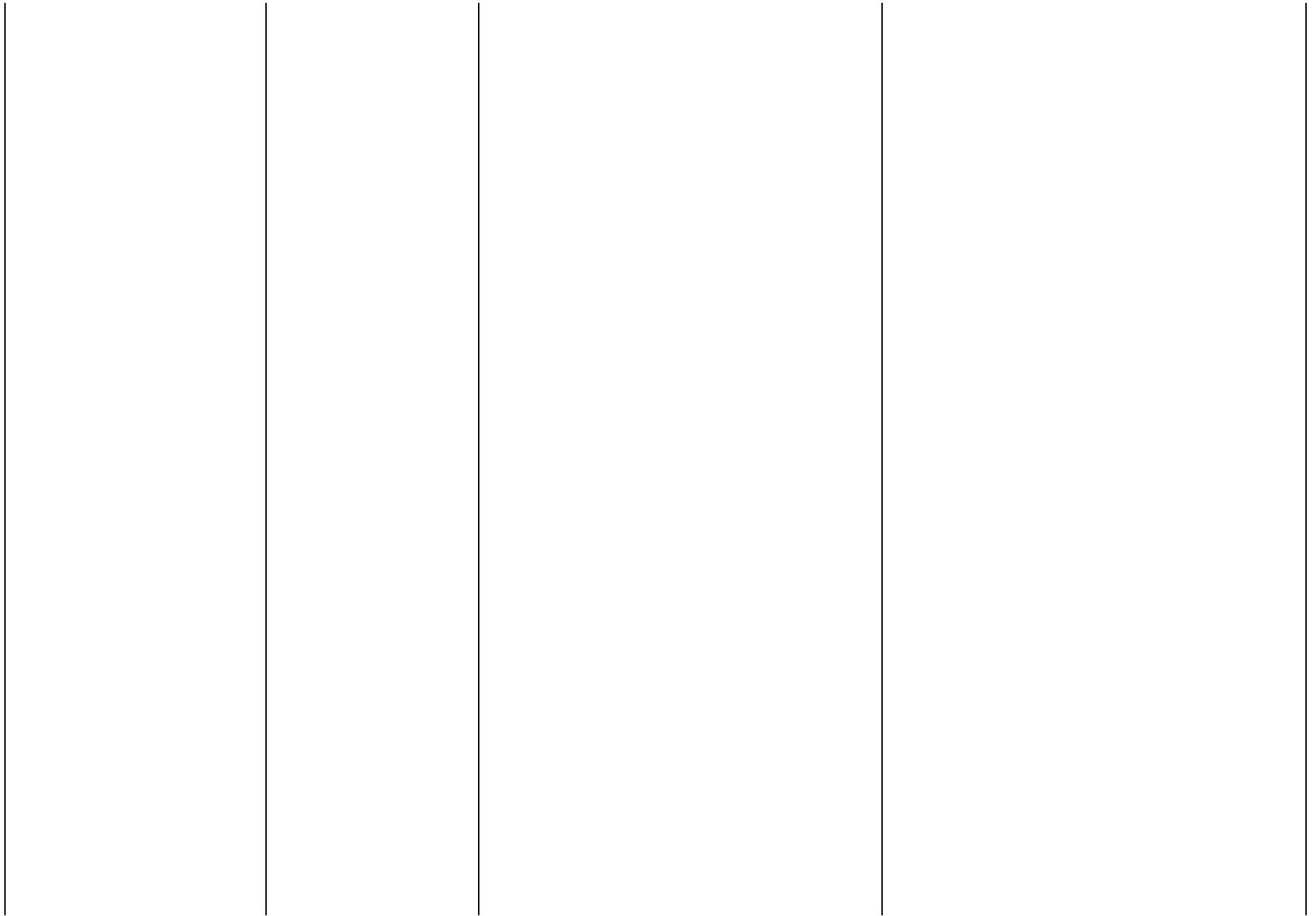


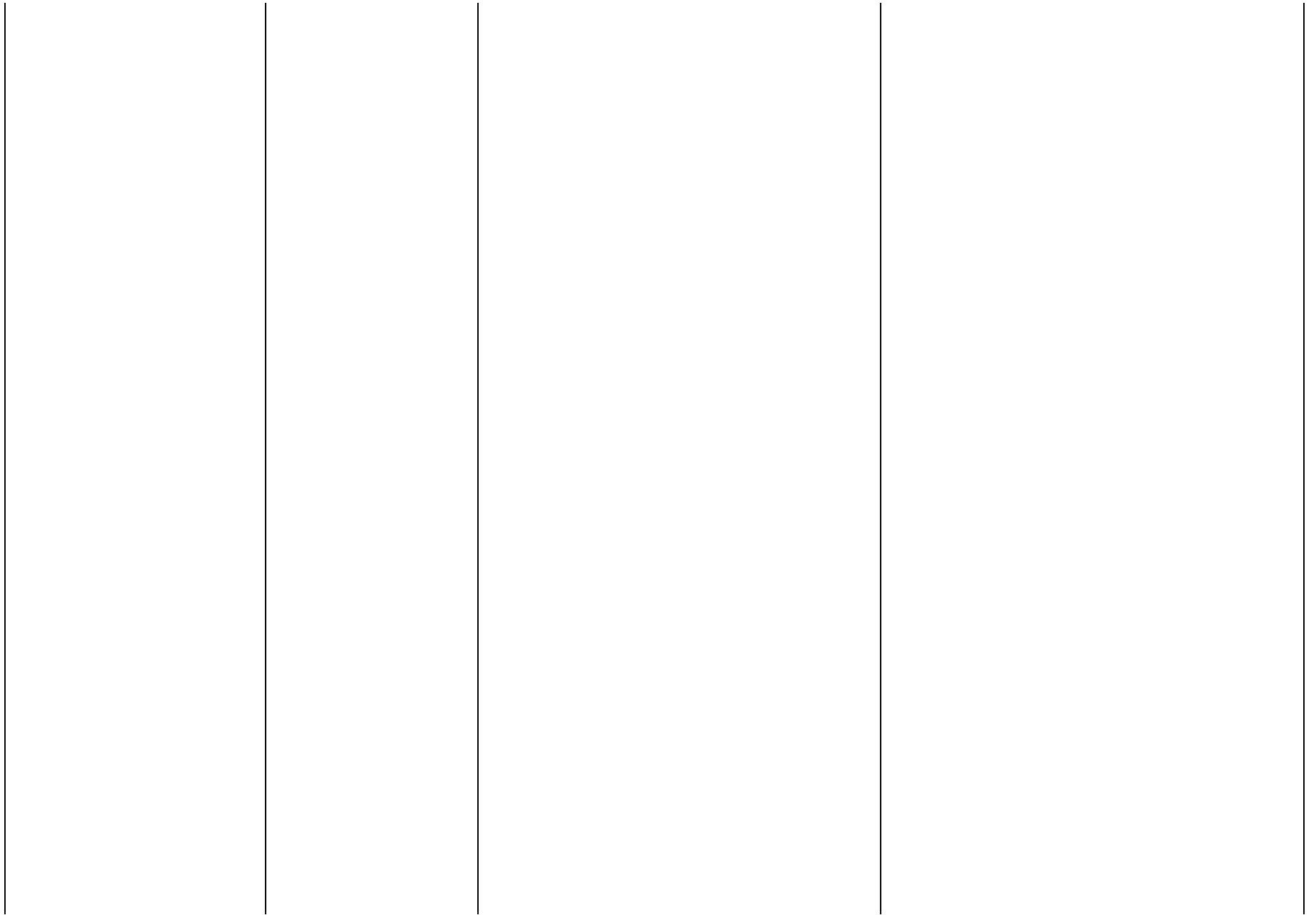


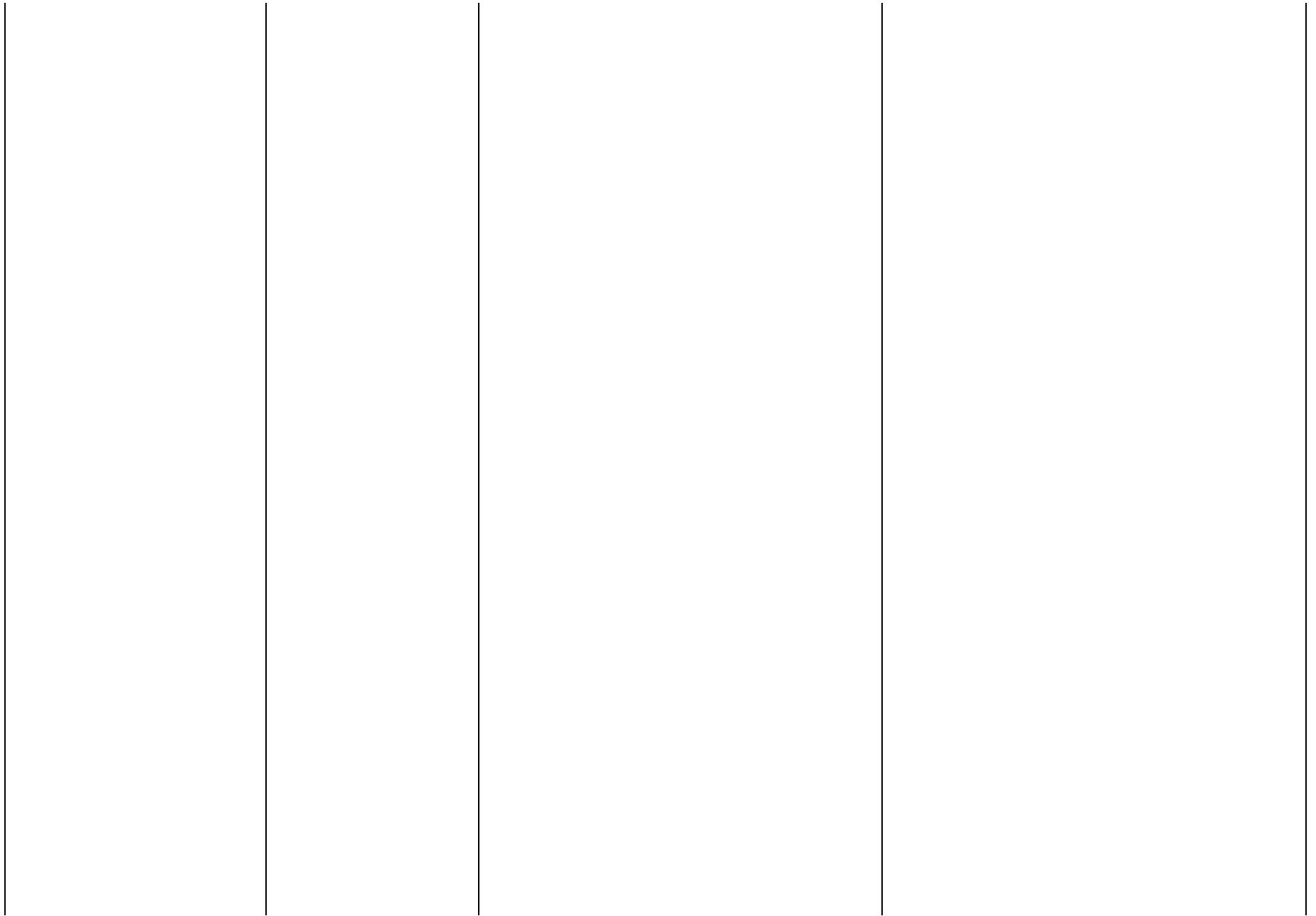


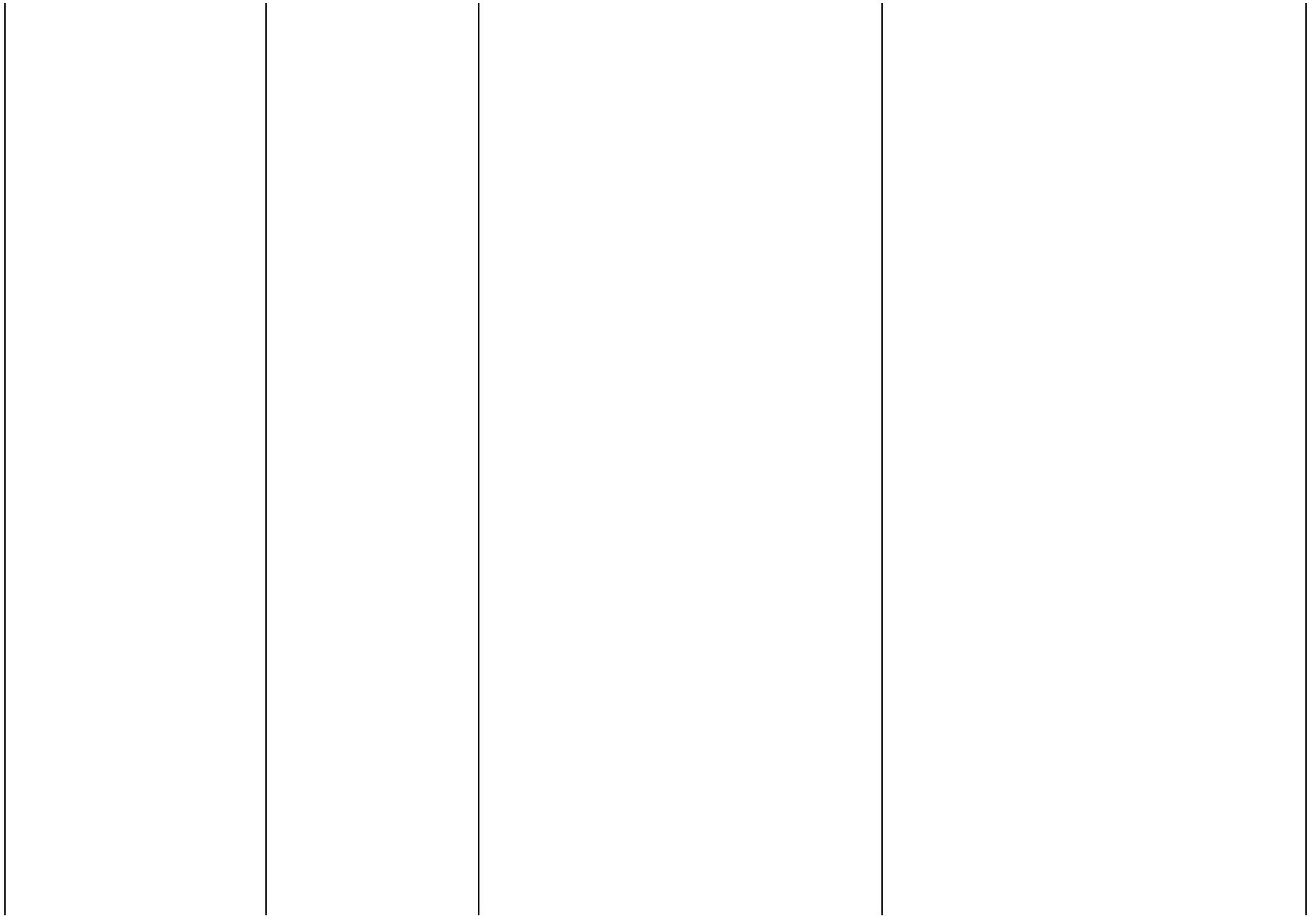


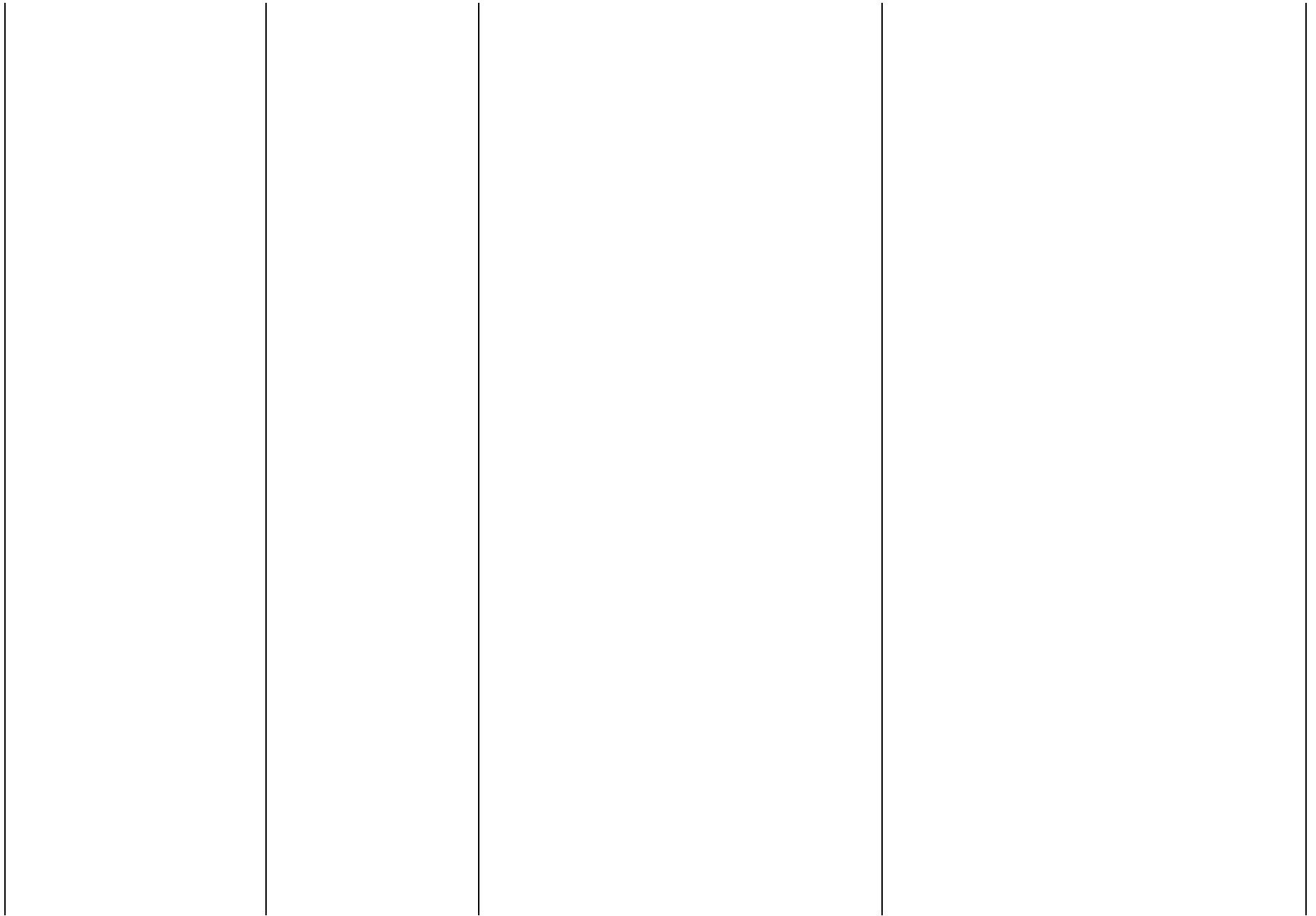


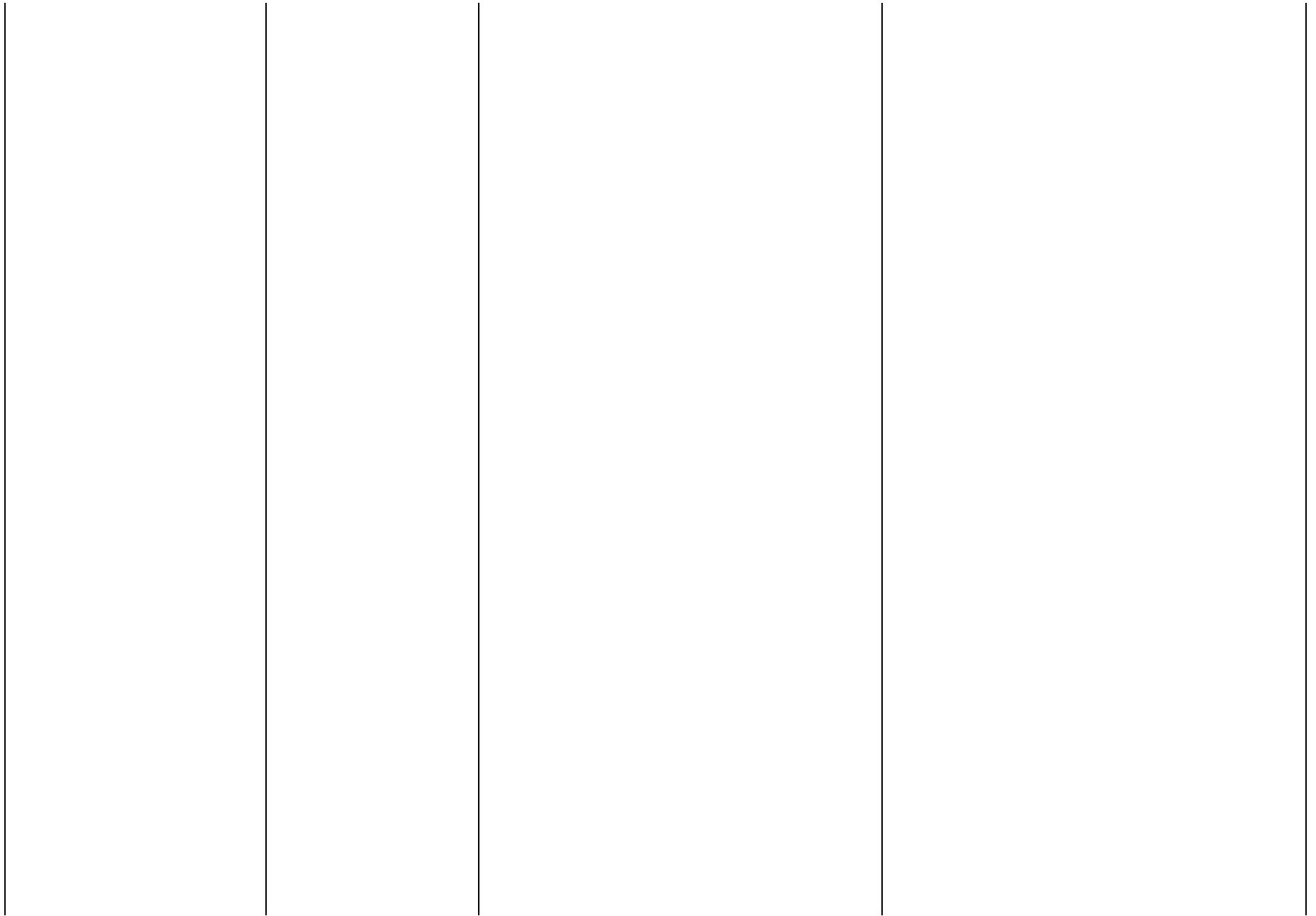


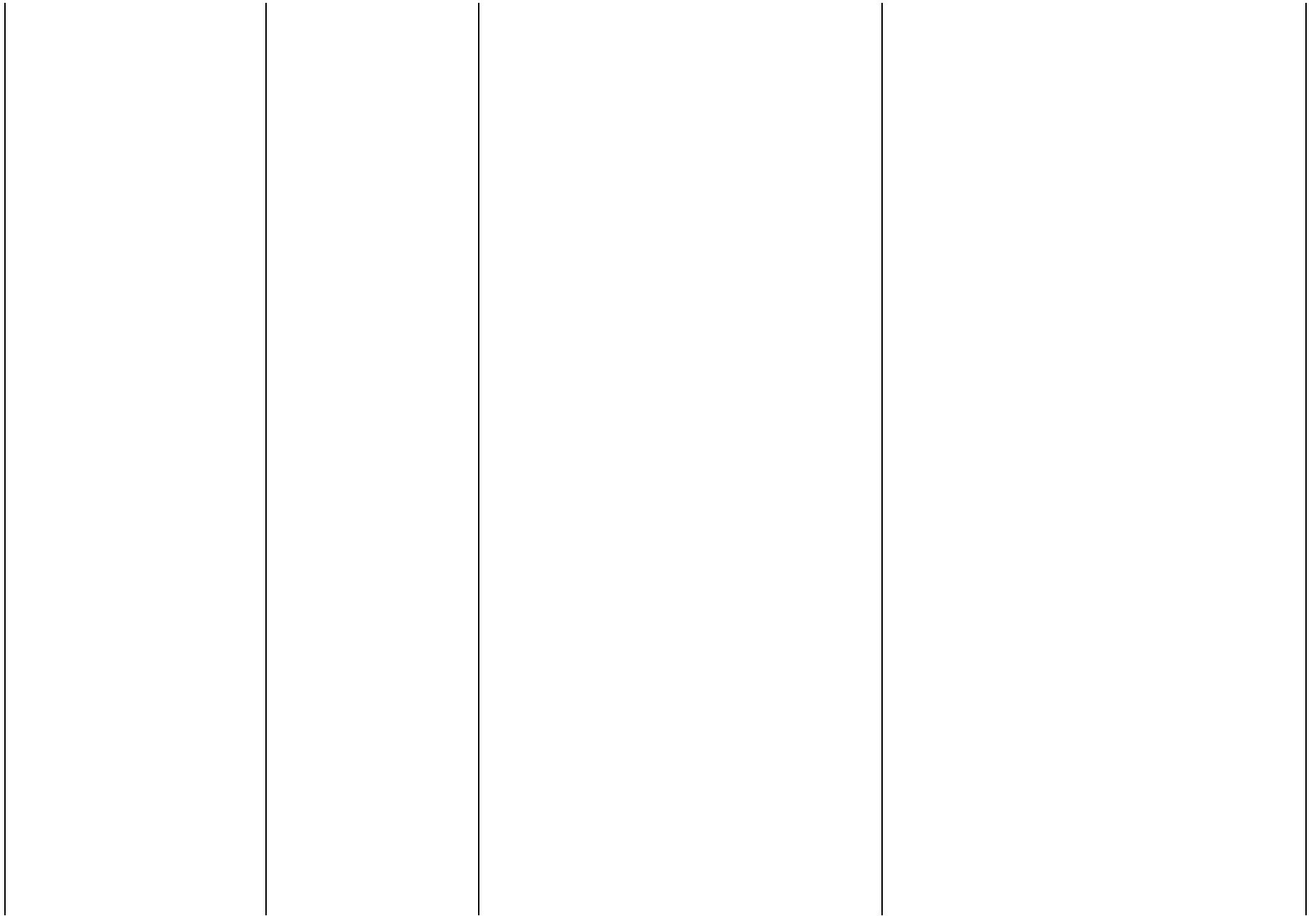


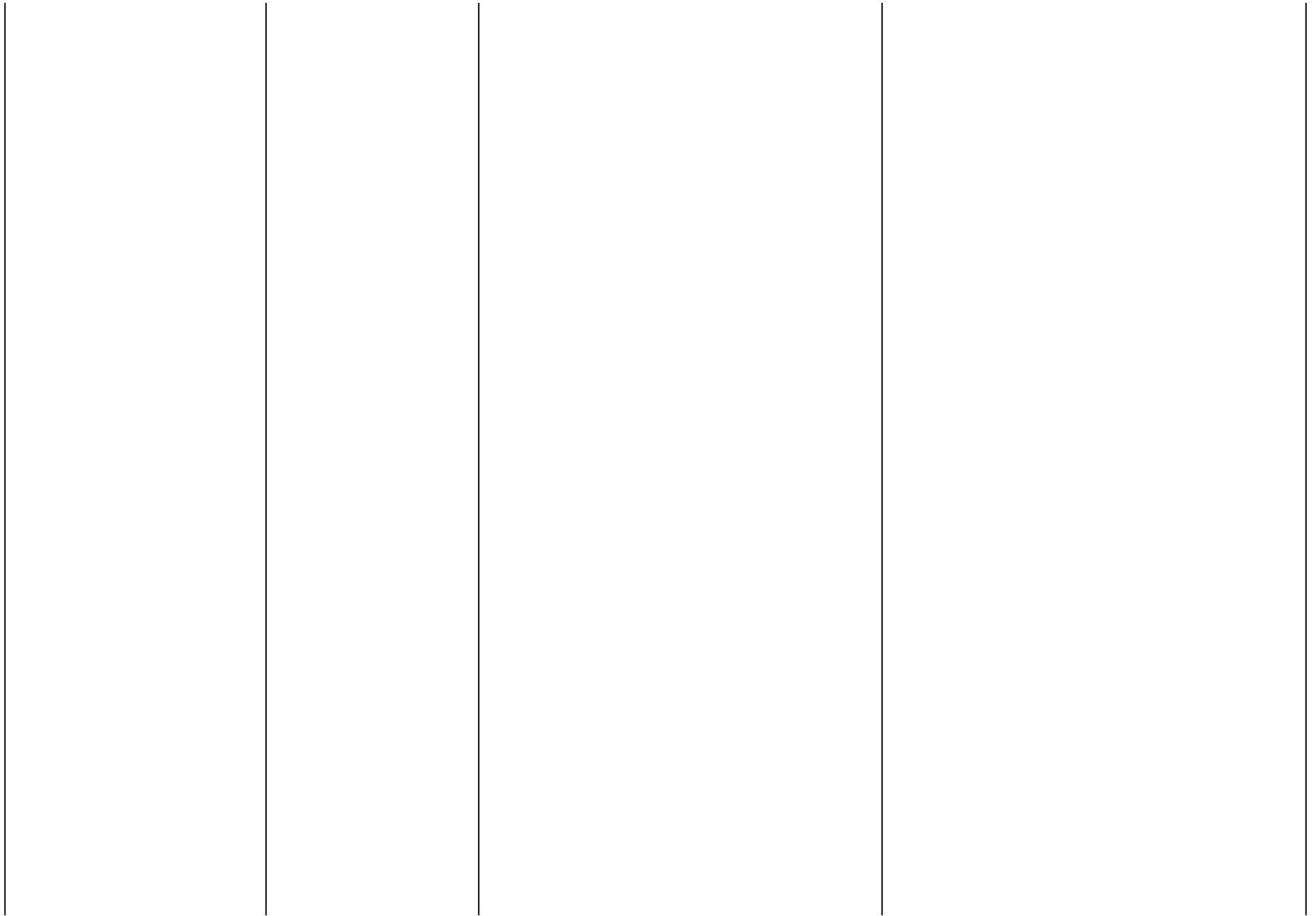


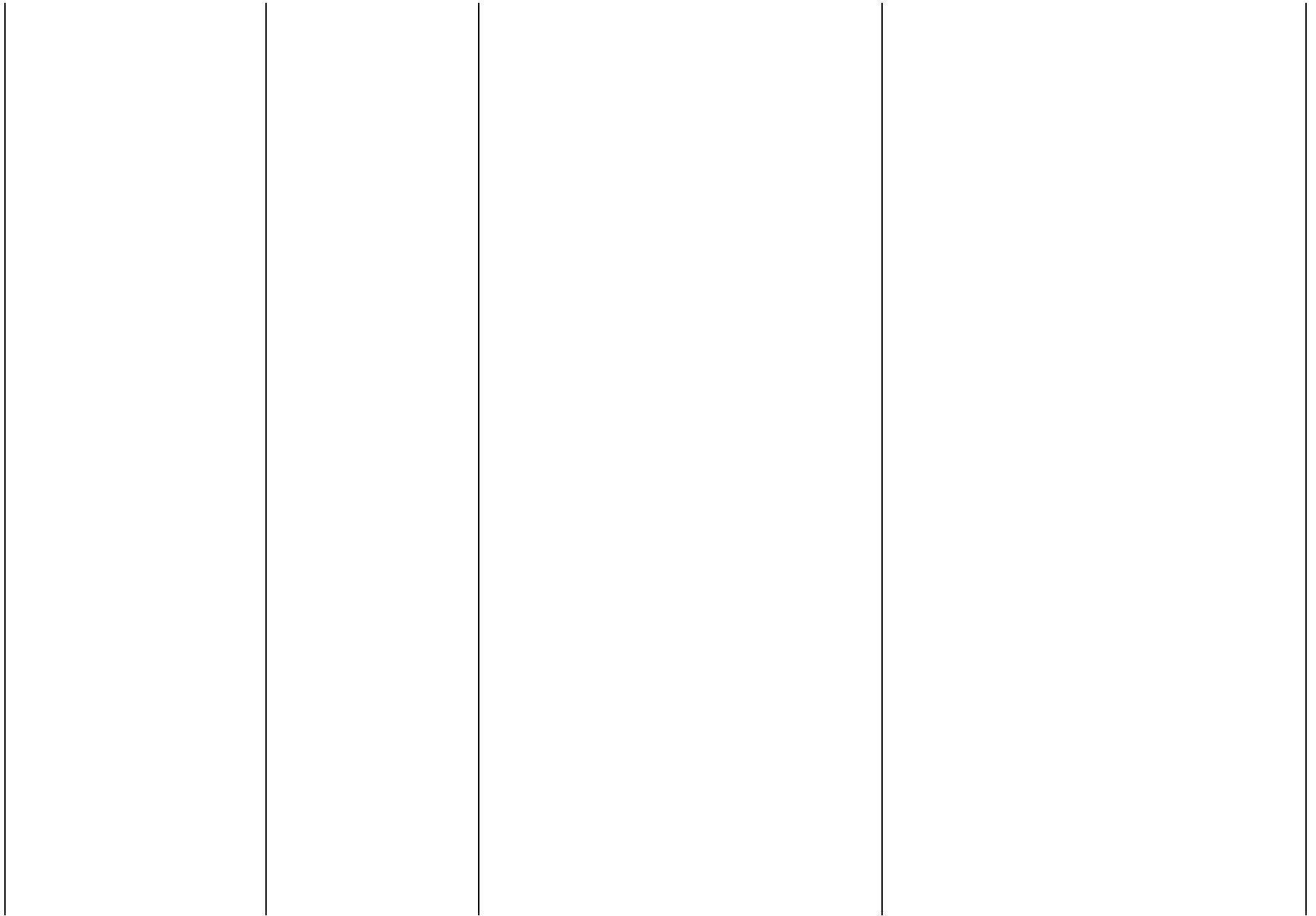












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