



Music - Skills & Knowledge Curriculum Sequence Of Progression *



	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>SKILLS</p> <p>PERFORM (Singing/Playing Active learning)</p>	<p>Using their voices:</p> <p>Speak and chant short phases together. Find their singing voices and begin to develop an awareness of pitch over a small range of notes. Make changes in their voices to express different moods/feelings. Sing short phrases or responses on their own. Sing a variety of songs both accompanied and unaccompanied.</p> <p>Using Classroom Instruments:</p> <p>Play instruments by shaking, scraping, rattling, tapping etc. Start and stop together. Begin to develop a sense of beat, using instruments or body sounds. Respond to symbols or hand signs. Play loudly, quietly, fast, slow. Copy a simple rhythm pattern or number of beats played on an instrument. Play along to music showing a development awareness of the beat. Play with a sense of purpose and enjoyment.</p>	<p>Using their voices:</p> <p>Speak and chant together. Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly). Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment. Co-ordinate actions to go with a song. Sing in time to a steady beat. Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing.</p> <p>Using Classroom Instruments:</p> <p>Play instruments by shaking, scraping, rattling, tapping etc. Start and stop together. Play in time to a steady beat, using instruments or body sounds. Play loudly, quietly, fast, slow. Imitate a rhythm pattern on an instrument. Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song. Play a single pitched note to accompany a song (drone). Play with help the rhythmic pattern of a spoken sentence, e.g. 'hungry caterpillar'. Follow simple hand signals indicating: loud/quiet and start/stop.</p>	<p>Using their voices:</p> <p>Sing a variety of songs with more accuracy of pitch. Sing words clearly and breathing at the end of phrases. Convey the mood or meaning of the songs. Sing with a sense of control of dynamics (volume) and tempo (speed). Echo sing a short melodic phrases. Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices. Follow a leader (teacher) starting and stopping together.</p> <p>Using Instruments:</p> <p>Play with control:</p> <ol style="list-style-type: none"> Maintaining steady beat Getting faster or slower Getting louder or quieter <p>Perform a repeated two note melodic ostinato to accompany a song. Perform a rhythm accompaniment to a song. Perform a sequence of sounds using a graphic score. Work and perform in smaller groups. Follow a leader (teacher) starting and stopping together. Demonstrate some confidence in performing as a group and as an individual.</p>	<p>Using their voices:</p> <p>Sing songs in a variety of styles with confidence singing an increasing number from memory. Show increasing accuracy of pitch and awareness of the shape of a melody. Imitate increasingly louder phrases with accuracy. With an awareness of the phrases in a song. Understand that posture, breathing and diction are important. Demonstrate an awareness of character or style in performance. Chant or sing a round in two parts. Sing songs with a recognised structure (verse and chorus/call and response).</p> <p>Using Instruments:</p> <p>Keep a steady beat on an instrument in a group or individually. Maintain a rhythm or melodic ostinato simultaneously with a different ostinato and/or steady beat. Use tuned percussion with increasing confidence. Play using symbols including graphic and / or simple traditional notation. Follow simple hand directions from a leader. Perform with an awareness of others. Combine musical sounds with narrative and movement. Perform a composed piece to a friendly audience.</p>	<p>Using their voices:</p> <p>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody. Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context). Sing two/three part rounds with more confidence and increasing pitch accuracy. Sing confidently as part of a small group of solo being aware of posture and good diction. Copy short phrases and be able to sing up and down in step independently.</p> <p>Using Instruments:</p> <p>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat. Play music that includes RESTS. Use tuned percussion instruments with increasing confidence to accompany songs and improvise. Play music in a metre of two of three time. Read and play from some conventional music symbols. Combine instrumental playing with narrative and music. Follow a leader, stopping / starting, playing faster / slower and louder / quieter. Perform to an audience of adults.</p>	<p>Using their voices:</p> <p>Sing songs in a wide variety of styles, showing accuracy and expression. Sing as part of a three part round. Sing a second part of a two part song with increasing confidence. Sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song). Perform a song showing an awareness of phrasing and the shape of the melody.</p> <p>Using Instruments:</p> <p>Play and improvise as part of a group and as a solo performer. Maintain own part in a small instrumental group. Play with a sense of pulse in a variety of metres. Perform a piece of music using notation (graphic or conventional). Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence. Sustain a melodic ostinato or drone to accompany singing/other instruments. Perform expressively showing an understanding of the music and its context. Perform in a variety of styles/genres.</p>	<p>Using their voices:</p> <p>Sing confidently in a wide variety of styles with expression. Communicate the meaning and mood of the song. Sing a simple second part of a two part song with confidence. Maintain own part in a round. Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</p> <p>Using Instruments:</p> <p>Perform on a range of instruments in mixed groups to an audience, with confidence. Read and play with confidence from conventional or graphic notation. Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Lead/conduct a group of instrumental performers. Maintain a rhythmic or melodic accompaniment to a song. Maintain own part on a pitched instrument in a small ensemble. Perform own compositions to an audience. Use an mp3 recorder/video recorder to keep a record of work in progress and record performance.</p>

<p style="text-align: center;">SKILLS</p> <p style="text-align: center;">EXPLORE and COMPOSE</p> <p style="text-align: center;">Playing and exploring</p>	<p>Exploring:</p> <p>Different sounds made by the voice, hands, found objects and conventional instruments (timbre) High and low sounds (pitch) Long and quiet sounds (duration) Fast and slow sounds (tempo) Begin to be aware of the effect that different sounds have to convey mood or meaning.</p> <p>Composing:</p> <p>Begin to create and manipulate different effects on a sound source or instrument. Add chosen sound effects at an appropriate moment in a story or song. Sort and name different sounds. Create a sequence of different sounds in response to a given stimuli.</p>	<p>Exploring:</p> <p>Different sounds made by the voice and hands (timbre). High and low sounds (pitch) Long and quiet sounds (duration) Fast and slow sounds (tempo) Pitch shapes (moving up and down) and rhythmic patterns.</p> <p>Composing:</p> <p>Add sound effects to a story. Choose musical sound effects to follow a story line or match a picture. Use graphics/symbols to portray the sounds they have made. Sequence these symbols to make a simple structure (score). Compose own sequence of sounds without help and perform.</p>	<p>Exploring:</p> <p>Ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed. Long and short sounds (rhythm – duration). The rhythm patterns of words and sentences. Changes in pitch (higher and lower). Sequences of sound (structure). Sounds in response to a stimulus (visual or aural). How sounds can be manipulated to convey different effects and moods.</p> <p>Compose:</p> <p>Short melodic phrases. Short repeated rhythmic patterns (ostinati). Rhythm patterns from words. A piece of music that has a beginning, middle and end (structure). Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups. Music that conveys different moods.</p>	<p>Explore:</p> <p>Longer – shorter / faster – slower / higher – lower – quieter sounds on tuned and untuned percussion and voices. Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them). Symbols to represent sound (graphic scores / traditional notation). The sounds of different instruments – TIMBRE and how they can represent pictures/stories/moods. The different sounds (timbres) that one instrument can make. How the musical elements can be combined to compose descriptive music.</p> <p>Compose:</p> <p>Words and actions to go with songs. A simple rhythmic accompaniment to go with a song, using ostinato patterns. Music that has a recognisable structure; Beginning, Middle and End or verse/chorus. Music that tells a story, paints a picture or creates a mood. Music that uses repetition / echo.</p>	<p>Explore:</p> <p>Sounds to create particular effects (timbre). Rhythm patterns in music from different times and places (duration). The pentatonic scale. Pitched notes that move by steps and/ or leaps to make short phrases/melodies. Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc. Combining and controlling sounds to achieve a desired effect. Music that incorporates effective silences (rests). Different groupings of beats (metre of 2/3).</p> <p>Compose:</p> <p>A simple rhythmic accompaniment to a song using ostinato patterns and drones. A simple melody from a selected group of notes (i.e. a pentatonic scale). Music that has a recognisable structure. A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve and the intended effect. Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience. Use a range of ICT to sequence, compose, record and share work.</p>	<p>Explore:</p> <p>Conventional and graphic notation to record simple rhythmic/melodic compositions. Short rhythmic and melodic ostinatos on tuned and untuned instruments through improvisation. Layering rhythmic and melodic ostinatos. Different metres, syncopation and how to swing the beat. Improvising over a drone. Chords / note clusters. Different computer programmes for sampling, sequence, and composing music. Techniques for recording and sharing music.</p> <p>Compose / Arrange:</p> <p>Music for a special occasion (i.e. a fanfare) Lyrics to match a melody. Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects. A group / class arrangement of a song using voices and instruments. Refine and record compositions either graphically or using ICT.</p>	<p>Explore:</p> <p>Chords / harmony – concord and discord. Scales, such as PENTATONIC, RAG, BLUES. Texture created by layering rhythmic and/or melodic ostinatos. Developing ideas, using musical devices such as repetition, question and answer, ostinato. Characteristics of various styles, for example Blues, Rap, Gospel, folk, African etc. Improvising in a variety of styles.</p> <p>Compose / Arrange:</p> <p>(Always consider the musical elements) Create own simple songs reflecting the meaning of the word. Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment. Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. Refine own compositions after discussion. Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/ipads/tablets/MP3 recorders and manipulate sound to create soundscapes / compositions.</p>
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<p style="text-align: center;">SKILLS</p> <p style="text-align: center;">LISTEN, REFLECT and APPRAISE</p> <p style="text-align: center;">Creating and thinking critically</p>	<p>Listening:</p> <p>Listening to sounds and respond by talking about them or physically with movement and dance. Recognise the sounds of the percussion instruments used in the classroom and identify and name them. Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs.</p> <p>Appraising:</p> <p>Begin to identify and describe key features or extreme contrasts within a piece of music. Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p>	<p>Listening:</p> <p>Listen to a piece of music and move in time to its steady beat. Recognise and respond through movement/dance to the different musical characteristics and mood of music. Recognise the sounds of the percussion instruments used in the classroom and identify and name them.</p> <p>Appraising:</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Begin to articulate how changes in speed, pitch and dynamics effect the mood.</p>	<p>Listening and appraising:</p> <p>Listen with increased concentration. Recognise the sounds of the percussion instruments used, their names, how they are played and which ones make high and low sounds. Recognise how sounds are made – tapping, rattling scraping, blowing etc. Identify different qualities of sounds such as smooth, scratchy, clicking, ringing (timbre). Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch. Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc). Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly).</p>	<p>Listening, reflecting and appraising:</p> <p>Listen with concentration to longer pieces / extract of music. Listen to live/recorded extracts of different kinds of music and identify where appropriate</p> <ul style="list-style-type: none"> • a steady beat / no steady beat. • a specific rhythm pattern or event. • the speed (TEMPO) of the music. • the volume (DYNAMICS). • the Melody. <p>using appropriate musical terms/language. Identify common characteristics. Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc). Identify repetition in music i.e. a song with a chorus. Recognise aurally wooden, metal, skin percussion instruments and begin to know their names. Listen to their own compositions and use musical language to describe what happens in them.</p>	<p>Listening, reflecting and appraising:</p> <p>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre). Recognise music from different times and countries identifying key elements that give it its unique sound. Identify repeated rhythmic or melodic phrases in live or recorded music. Identify whether a song has a verse/chorus or call and response structure. Identify the use of metre in 2 or 3 in a piece of recorded or live music. Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</p>	<p>Listening and appraising:</p> <p>Recognise aurally the range of instruments (percussion and orchestral) taught in the school. Recognise and talk about specific styles/traditions of music with a growing awareness of the musical differences and similarities. Recognise music from different times and countries identifying key elements that give it its unique sound. Recognise and identify features of expression (phrasing, dynamics, different tempi) in an extract of live or recorded music. Recognise relationships between lyrics and melody. Recognise chords/clusters.</p> <p>Reflecting:</p> <p>Talk about music they hear using musical terms. Talk about the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effect. Talk about the difference in musical styles/genres and reflect and articulate how and why these differences occur.</p>	<p>Listening, reflect and appraise:</p> <p>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music. Compare two pieces of instrumental music from different countries / times and discuss the similarities and differences. Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions. Use musical vocabulary and knowledge to help identify areas for development of refinement when composing.</p>

* Taken from Barking and Dagenham