

## Progression of Skills – Music



### **National Curriculum Aims**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Curriculum Enhancements**

Global week (Summer 1), Singing assemblies, Class shows/performance, Karaoke Club, Choir, Key Strings, Music for Assemblies (Ten Pieces), 1-minute Music

Skill	EYFS	Year 1	Year 2
<p><b><u>Singing</u></b> Use voices expressively</p>	<ul style="list-style-type: none"> <li>• Explore high and low using voices and sounds of characters in the song/s.</li> <li>• To sing along with a pre-recorded song and add actions.</li> <li>• To sing along with the backing track.</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• Learn about voices singing notes of different pitches (high and low)- progressively more challenging songs.</li> <li>• Learn to find a comfortable singing position.</li> <li>• Learn to start and stop singing when following a leader.</li> </ul>
<p><b><u>Playing</u></b> Play tuned and un-tuned instruments</p>	<ul style="list-style-type: none"> <li>• Explore the sound that different objects can make eg banging a saucepan with a spoon.</li> <li>• Explore different musical instruments.</li> </ul>	<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 instrument part that matches their musical challenge, using one of the differentiated parts (a one-note part, simple part, medium part)</li> <li>• Listen to and follow musical instruction from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• As Y1 except children can play the part in time with a steady pulse.</li> </ul>

<p><b><u>Performing</u></b>  <b>Rehearse and perform with others</b></p>	<ul style="list-style-type: none"> <li>• Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>• Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>• Record the performance to talk about.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a song they have learnt and perform it to an audience.</li> <li>• Add own ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a song they have learnt and perform it to an audience.</li> <li>• Add own ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>
<p><b><u>Composing</u></b>  <b>Create musical patterns</b></p> <p><b>Explore, choose and organise sounds and musical ideas.</b></p>	<ul style="list-style-type: none"> <li>• To explore different sounds (link with phonics)</li> <li>• Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>• Invent a pattern using a one-pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Help to create a simple melody using one, two or three notes.</li> <li>• To recognise and explore how sounds can be organised</li> <li>• To identify and organise sounds using simple criteria e.g. high and low pitch, fast and slow tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• Help create three simple melodies with the Units using one, three or five different notes.</li> <li>• To begin to explore and make different sound sequences (high and low pitch, loud and quiet dynamics, fast and slow tempo and the quality of the sound-smooth, crisp, scratchy, rattling, tinkling etc. timbre.</li> </ul>
<p><b><u>Notation</u></b></p>	<ul style="list-style-type: none"> <li>• To begin to understand that notes can be represented with shapes and marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> <li>• To begin to represent sounds with graphic notation, explore and invent own symbols.</li> <li>• To begin to understand dot notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how the notes of the composition can be written down or changed if necessary.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate to keep a record of composed pieces.</li> </ul>
<p><b><u>Listening</u></b>  <b>To listen with concentration and recall sounds within increasing aural memory.</b></p>	<ul style="list-style-type: none"> <li>• To learn that music can touch your feelings.</li> <li>• To enjoy moving to music by dancing, marching, being animals or popstars.</li> <li>• To listen to a range of different music with different moods and dynamics</li> </ul>	<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>•</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how they can enjoy moving to music by dancing, marching, being animals or popstars.</li> </ul>

<p><b><u>Appraise</u></b>  <b>Explore and express ideas and feelings about music</b></p>	<ul style="list-style-type: none"> <li>To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</li> </ul>	<ul style="list-style-type: none"> <li>To say how a piece of music makes you feel or want to move.</li> <li>To recognise repeated patterns.</li> <li>To begin to understand that musical elements can be used to create different moods and effects (pitch, tempo, dynamics).</li> <li>To name some of the musical instruments they see or hear.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To respond to different moods in music and explain thinking about changes in sound.</li> <li>To learn how songs can tell a story or describe an idea.</li> <li>To understand how musical elements, create different moods and effects (pitch, tempo, dynamics and timbre).</li> <li>To name a range of musical instruments they see or hear.</li> <li>To describe the effect of changes in pitch, tempo, dynamics.</li> </ul>
<p><b><u>Review</u></b>  <b>To make improvements to my own work</b></p>	<ul style="list-style-type: none"> <li>To think about how they can change sounds to make something louder, softer, higher or lower</li> </ul>	<ul style="list-style-type: none"> <li>To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.</li> <li>Learn how the notes in the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</li> <li>Learn how the notes in the composition can be written down and changed if necessary.</li> </ul>
<p><b><u>Vocabulary</u></b></p>	<p>Sound, high, low, loud, soft, fast, slow</p> <p>Pulse (beat)</p> <p>Listen, play, compose, improvise, perform, lyrics, instruments</p> <p><b>Genres:</b> Nursery Rhymes</p>	<p>Pulse (beat), rhythm, pitch (high and low)</p> <p>Improvise, compose, listen, appraise play, perform, improvise, lyrics, melody, notation, chorus, verse</p> <p>Instruments: percussion, woodwind, string, brass</p> <p><b>Genres:</b> Hip-Hop, Raggae, Blues, Pop, Classical</p>	<p>Pulse (beat), rhythm, pitch (high and low), <u>tempo (fast and slow), dynamics (loud and soft)</u></p> <p>Improvise, compose, listen, appraise play, perform, improvise, lyrics, melody, notation, chorus, verse</p> <p>Instruments: percussion, woodwind, string, brass</p> <p><b>Genres:</b> Afropop, Rap, Rock, Reggae, Pop, Classical</p>

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Pulse – the regular heartbeat of the music; its steady beat.

Rhythm – long and short sounds or patterns that happen over the pulse.

Pitch – high and low sounds.

Tempo – the speed of the music; fast or slow or in-between.

Dynamics – how loud or quiet the music is.

Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.

Texture – layers of sound. Layers of sound working together make music very interesting to listen to.

Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.

Notation – the link between sound and symbol.