

In music it is much better to revisit and consolidate learning than constantly attempt to try new things. The aim should be to do 'more of less' in order to achieve quality.

Skills progression: Music 2017/18

Performing Listening and reviewing Creating and composing Understanding and exploring Inter-related dimensions

Year Group	Autumn Term	Spring Term	Summer Term
1	<p>What is beat rhythm and pitch?</p> <p>Musical dimensions – focus on beat, pitch, rhythm, and tempo.</p> <p>Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.</p> <p>Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.</p> <p>Recognising the differences between singing and speaking.</p> <p>What makes a good performance?</p> <p>Building up confidence through performance.</p> <p>Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes.</p> <p>Perform with confidence cumulative songs (songs with a simple melody that changes each verse).</p>	<p>What different styles of music are there?</p> <p>Develop an understanding that music has been composed throughout history.</p> <p>Listening and appraising skills, listen with concentration and understanding.</p> <p>Initial understandings of the history of music.</p> <p>What is sound and how can we change it to suit our mood? How does music make us feel?</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Understand how sounds can be made in different ways and described using given and invented signs and symbols.</p> <p>Begin to explore the sounds of their voices and various musical instruments.</p> <p>Begin to explore their feelings about music using movement, dance and expressive language.</p>	<p>What is an instrument and how can we play them?</p> <p>Play tuned and untuned instruments musically.</p> <p>Making sounds in different ways and described with invented notation / symbols.</p> <p>Create and copy musical patterns. Explore with sounds, instruments and voices.</p> <p>Explore music in relation to feelings / moods.</p> <p>Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds.</p> <p>Experiment with creating and copying musical patterns.</p> <p>Recognising the differences between wood, metal, skin (drum) and 'shaker' sounds.</p> <p>What have we learnt this year? How does the music that we've listened to fit into the history of music?</p> <p><i>Within the final unit of work there are opportunities to revisit skills from the year, where weaknesses have been highlighted.</i></p>
Greater Depth:			
	<p>Performing: Can they make loud and quiet sounds? Do they know that the chorus keeps being repeated?</p> <p>Composing: Can they tell the difference between long and short sounds? Can they tell the difference between high and low sounds? Can they give a reason for choosing an instrument?</p> <p>Listening and reviewing: Can they tell the difference between a fast and slow tempo? Can they tell the difference between loud and quiet sounds? Can they identify two types of sound happening at the same time?</p>		

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<p>2</p>	<p><u>What is tempo?</u></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listening and appraising skills.</p> <p>Musical dimensions – focus on beat, pitch, rhythm, and tempo.</p> <p>Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</p> <p><u>What makes a good performance?</u></p> <p>Building up confidence through performance. Focus on being together, using their voices appropriately.</p> <p>Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (instrumental backing) and one without.</p> <p>Can start and finish together and can keep to a steady pulse.</p> <p>Understand that music can be used for particular purposes and occasions.</p>	<p><u>What is an instrument? Improvisation?</u></p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Recognise and match sounds with pictures of different instruments.</p> <p>Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced e.g. shake, bang...etc</p> <p>Sounds, instruments and musical patterns. Playing a glockenspiel.</p> <p>Play tuned and untuned instruments musically.</p> <p>Play tuned instruments – glockenspiel.</p> <p>Experiment with creating their own musical patterns and begin to identify one strand (section) of music or more.</p> <p>Begin to improve their own and others' work.</p>	<p><u>Why this song? (Songs for a purpose)</u></p> <p>Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end).</p> <p>Explore a variety of vocal qualities through singing and speaking.</p> <p>Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different.</p> <p><u>What have we learnt this year? How does the music that we've listened to fit into the history of music?</u></p> <p><i>Within the final unit of work there are opportunities to revisit skills from the year, where weaknesses have been highlighted.</i></p>
<p><u>Greater Depth:</u></p>			
<p><u>Performing:</u> Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</p> <p><u>Composing:</u> Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song?</p> <p><u>Listening and reviewing:</u> Do they recognise sounds that move by steps and by leaps?</p>			

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3	<p><u>Pitch? How does it change a rhythm into a melody?</u></p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Listening and appraising skills – recognise different musical styles, review their own ideas, and understand how music is influenced.</p> <p>Musical dimensions – focus on steady beat, rhythmic patterns and pitch movement.</p> <p>Identify contrasting sections of a song, such as the verse and refrain. (chorus)</p> <p>Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same.</p> <p>Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing.</p> <p>Recognise pitch movement by step, leaps or as repeats.</p> <p><u>Musicians and notation.</u></p> <p>Use and understand staff and other musical notations.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Build on improvisation and composition skills, and begin to understand and use established notation. (Using tuned instrument; glockenspiel)</p> <p>Improvise and develop rhythmic and melodic material when composing.</p> <p>Combine a variety of musical elements when composing using staff and other musical notations.</p>	<p><u>Instruments!</u></p> <p>Become aware of other musical instruments and their families, and the variety of sounds they can produce</p> <p>Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments</p> <p>Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic.</p> <p><u>Singing different parts!</u></p> <p>Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part.</p>	<p><u>What makes a good performance?</u> <u>Why this song? (Songs for a purpose)</u></p> <p>Develop performance skills as a group and solo</p> <p>Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary.</p> <p><u>What have we learnt this year?</u> <u>How does the music that we've listened to fit into the history of music?</u></p> <p>Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own.</p> <p>Sequence various famous composers on a timeline.</p> <p><i>Within the final unit of work there are opportunities to revisit skills from the year, where weaknesses have been highlighted.</i></p>

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<p>4</p> <p><u>Texture of music?</u></p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Listening and appraising skills – recognise how the dimensions create mood and effect.</p> <p>Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sound) varies in a song or piece of music.</p> <p>Recognise a musical phrase is like a musical sentence and can identify its duration as short or long.</p> <p><u>Improvisation and composition? How can I use notation?</u></p> <p>Play musical instruments</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p> <p>Build on improvisation and composition skills (using ICT), and begin to understand and use established notation. (Using tuned instrument; glockenspiel)</p> <p>Improvise and develop a wider range of rhythmic and melodic material when composing.</p> <p>Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT.</p> <p>Can identify a silence in a rhythmic pattern with a gesture such as raised hand.</p>	<p><u>Can we sing in parts? How do the inter-related dimensions of music affect the mood of our music?</u></p> <p>Play and perform in solo and ensemble contexts, using their voices, with increasing accuracy, fluency, control and expression.</p> <p>Develop performance skills as a group and solo.</p> <p>Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (e.g. <i>how can the tempo be changed to create excitement?</i>)</p> <p>Independently sing songs, speak chants and rhymes in unison and two parts.</p> <p><u>Crescendo, diminuendo, forte and piano? Dynamics!</u></p> <p>Musical dimensions – focus on Italian musical terms e.g. <i>crescendo</i>.</p> <p>Exploring texture.</p> <p>Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>.</p>	<p><u>Are our voices instruments? Can we group instruments into categories?</u></p> <p>Become aware of other musical instruments and their families, and the variety of sounds they can produce.</p> <p>Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>Perform a variety of repeated rhythmic patterns (<i>ostinato</i>) on percussion instruments.</p> <p><u>What have we learnt this year? How does the music that we've listened to fit into the history of music?</u></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions.</p> <p>Begin to make appropriate suggestions of suitable pieces for music for various occasions.</p> <p><i>Within the final unit of work there are opportunities to revisit skills from the year, where weaknesses have been highlighted.</i></p>
<p><u>Greater Depth:</u></p>		
<p>Performing: Can they use selected pitches simultaneously to produce simple harmony?</p> <p>Composing: Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast?</p> <p>Listening and reviewing: Can they identify how a change in timbre can change the effect of a piece of music?</p>		

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<p>5</p>	<p>Why sing? What is music for?</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Musical notation.</p> <p>Independently sing songs, chants and rhymes in unison and two parts, with increasing clear diction, control of pitch (high and low notes), a sense of phrase and musical expression.</p> <p>Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (e.g. how can the tempo be changed to create excitement?)</p> <p>Begin to make appropriate suggestions of suitable pieces for music for various occasions.</p> <p>Recognise a musical phrase is like a musical sentence and can identify its duration as short or long.</p> <p>Improvisation and composition using notation.</p> <p>Improvise and develop a wider range of rhythmic (long and short notes) and melodic (pattern of long and short notes with pitch; high and low notes) material when composing.</p> <p>Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT.</p>	<p>What is texture?</p> <p>Explore sounds with a focus on texture and contrast.</p> <p>Perform a variety of repeated rhythmic (long and short notes) patterns (an ostinato – repeated pattern) on percussion instruments</p> <p>Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (many sounds) and thin (few) layers of sound) varies in a song or piece of music.</p> <p>How do we create effect and mood with the inter-related dimensions of music? Including the Italian musical terms.</p> <p>Listening and appraising skills – recognise how the dimensions create mood and effect, history of music, and music for different occasions.</p> <p>Musical dimensions – focus on Italian musical terms e.g. crescendo. Musical phrases</p> <p>Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>.</p>	<p>What makes a good performance?</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Develop performance skills with a focus on pitch and musical expression.</p> <p>What have we learnt this year? How does the music that we've listened to fit into the history of music?</p> <p>Demonstrate a better understanding of the history of music.</p> <p><i>Within the final unit of work there are opportunities to revisit skills from the year, where weaknesses have been highlighted.</i></p>
<p>Greater Depth:</p>			
<p>Performing: Can they use pitches simultaneously to produce harmony by building up simple chords? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</p> <p>Composing: Do they understand the relation between pulse and syncopated patterns? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</p> <p>Listening and reviewing: Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</p>			

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<p>6</p>	<p><u>What can we hear? How are the inter-related dimensions of music building up the music?</u></p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from great composers and musicians.</p> <p>Listening and appraising skills – Influences on musical creations.</p> <p>Investigate the different eras of music.</p> <p>Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression.</p> <p><u>Can we compose and improvise using texture and dynamics?</u></p> <p>Musical dimensions – focus on Italian musical terms e.g. <i>crescendo</i>. Identifying different metres (how beats are grouped).</p> <p>Improvise with a wide range of both rhythmic and melodic material.</p> <p>Compose for different moods and use dynamic levels such as accents (sudden loud or sudden quiet notes).</p> <p>Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing.</p> <p>Use Italian musical terms for gradually getting louder <i>crescendo</i> and gradually getting quieter <i>diminuendo</i>.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations.</p>	<p><u>What's rapping? Where has it come from and how has it influenced music today?</u></p> <p>Know that time and place can influence the way music is created, performed and heard.</p> <p>Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p> <p><u>How is music built up? There's a lot of 'texture' but can you hear the melody?</u></p> <p>Can make informed suggestions of suitable pieces of music for various occasions.</p> <p>Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies.</p>	<p><u>What makes a good performance?</u></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Develop performance skills in unison, parts, and solos.</p> <p>Perform with an awareness of an audience</p> <p>Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience.</p> <p><u>What have we learnt this year? How does the music that we've listened to fit into the history of music?</u></p> <p>Develop a better understanding of the history of music. Begin to investigate the different eras of music.</p> <p><i>Within the final unit of work there are opportunities to revisit skills from the year, where weaknesses have been highlighted.</i></p> <p style="text-align: center;">Greater Depth:</p> <p>Performing: Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</p> <p>Composing: Can they show how a small change of tempo can make a piece of music more effective? Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</p> <p>Listening and reviewing: Can they appraise the introductions, interludes and endings for songs and compositions they have created?</p>
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