

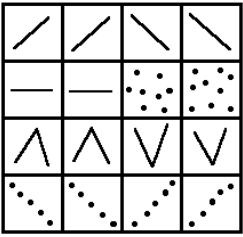





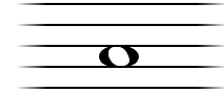


Christ the King


Progression in Skills Music document

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening/Appraising music using vocabulary</b>	<p>Concentrate when listening to a piece of music</p> <p>Identify the pulse and move to it</p> <p>Say what you like/dislike about a piece of music</p> <p>Clap simple rhythms</p> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Pitch (high or low)</li> <li>• Dynamics (loud or soft)</li> <li>• Rhythm</li> </ul>	<p>Listen and understand different elements of music- can they hear the melody line?</p> <p>Respond through movement and clapping back rhythms</p> <p>Describe music using musical vocabulary</p> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Pitch (more detailed)</li> <li>• Dynamics (more detailed)</li> <li>• Rhythm</li> <li>• <b>Tempo</b></li> <li>• <b>Timbre</b></li> <li>• <b>Structure</b></li> <li>• <b>Melody</b></li> </ul>	<p>Listen with direction Eg: what are the dynamics like? Is the tempo fast, slow or in the middle?</p> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Timbre</li> <li>• Structure</li> <li>• Melody</li> <li>• <b>Harmony</b></li> <li>• <b>Improvisation</b></li> <li>• <b>Genres of music</b></li> </ul>	<p>Identify instruments and the sound that they make (timbre)</p> <p>Develop understanding of history/context of music</p> <p>Recognise a range of musical styles and identify their style indicators</p> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Timbre</li> <li>• Structure</li> <li>• Melody</li> <li>• Harmony</li> <li>• Improvisation</li> <li>• <b>Style indicators</b></li> </ul>	<p>Understand how pulse, rhythm and pitch work together</p> <p>Develop understanding of history/context of music</p> <p>Further develop confidence in identifying a range of musical styles and identify their style indicators</p> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Timbre</li> <li>• Structure</li> <li>• Melody</li> <li>• Harmony</li> </ul>	<p>Discuss and recognize the different dimensions of music</p> <p>Appreciate and understand different types of music heard from:</p> <ul style="list-style-type: none"> <li>• Different traditions</li> <li>• Famous composers</li> <li>• Musicians</li> </ul> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Timbre</li> <li>• Structure</li> <li>• Melody</li> <li>• Harmony</li> <li>• Improvisation</li> <li>• Genres of music</li> <li>• Style indicators</li> <li>• <b>Texture</b></li> </ul>

					<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Genres of music</li> <li>• Style indicators</li> <li>• Texture</li> <li>• Interrelated dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>• Interrelated dimensions of music</li> </ul>
<b>Singing</b>	<p>Understand the importance of warming up our voices/projection without shouting</p> <p>Sing back a very simple melody</p> <p>Sing a song in unison with the whole class</p>	<p>Breathe and stand correctly to support the voice</p> <p>Sing a song in 2 parts, E.g. in a round</p>	<p>Use articulation to sing with accuracy, beginning to think about the audience.</p> <p>Sing in smaller groups, holding a part</p>	<p>Sing in unison or in parts with:</p> <ul style="list-style-type: none"> <li>• Good posture</li> <li>• Accuracy</li> <li>• Expression</li> <li>• Articulation</li> <li>• Control of breath</li> </ul> <p>Begin to develop confidence to perform solo</p>	<p>Sing in ensemble with:</p> <ul style="list-style-type: none"> <li>• Good posture</li> <li>• Accuracy</li> <li>• Expression</li> <li>• Articulation</li> <li>• Control of breath</li> <li>• Projection</li> </ul> <p>Develop confidence to perform solo</p>	<p>Incorporate all techniques needed to sing well:</p> <ul style="list-style-type: none"> <li>• Warming up</li> <li>• Good posture</li> <li>• Accuracy</li> <li>• Expression</li> <li>• Articulation</li> <li>• Control of breath</li> <li>• Projection</li> </ul>
<b>Instruments</b>	<p>Name a few simple instruments in isolation (e.g. piano, guitar, drums).</p> <p>Experiment with different types of instruments</p>	<p>Identify instruments within a piece of music</p> <p>Play tuned/untuned instruments to an accompaniment in groups</p>	<p>Know different musical families, e.g. strings, woodwind, percussion</p> <p>Play tuned/untuned instruments to an accompaniment in groups with greater pitch range</p>	<p>Copy increasingly challenging rhythms using untuned instruments</p> <p>Play tuned/untuned instruments to an accompaniment in groups or as a solo part</p>	<p>Use untuned instruments to compose complex rhythms</p> <p>Demonstrate control with instruments, e.g. dynamics, expression</p>	<p>Play tuned instruments using formal notation</p>
<b>Improvisation/Composition</b>	<p>Experiment with different types of instruments</p>	<p>Improvise a simple rhythm using an instrument/voice</p>	<p>Understand how to compose and what it means – creating</p>	<p>Understand how to compose and what it means – creating</p>	<p>Recreate music of similar styles to what they appraise</p>	<p>Accurately recreate similar styles of music to what they have appraised</p>

		based closely on an original piece of music	music within rules and boundaries  Understand that we can draw symbols/ pictures to remember compositions	music within rules and boundaries  Write down musical notes/ ideas for compositions	Compose more complex rhythms from aural memory similar to styles they have appraised  Improvise using voice, rhythm and varied pitch	Create and record own composition using formal notation  Improvise and compose for a range of contexts
<b>Notation</b>	Use body percussion to demonstrate understanding of length of notes  Use shapes/pictorial representations to demonstrate an understanding of lengths of different notes    Use note names when composing on Charanga	Use shapes/pictorial representations to demonstrate an understanding of lengths of different notes, e.g. rectangle is long, square is short.  Use note names when composing on Charanga	Understand and read:  Crochets    rests  	Understand and read:  Crochets Rests  Quavers    Minims  	Understand and read:  Crochets Rests Quavers  Dotted crochets    Semibreves    Understand their position on the staff	Apply understanding of formal notation to record compositions on a five bar staff



						
<b>Performing</b>	<p>Perform with a clearly identifiable pulse</p> <p>Repeat simple rhythms</p> <p>Follow a conductor to signal beginning and end</p>	<p>Rehearse and perform simple repeated rhythms</p> <p>Follow a conductor to the beat of the music and for changes in dynamics, as well as beginning and end</p>	<p>Perform in ensemble/2 parts</p> <p>Follow a conductor's cues to show a change in dynamics and tempo, as well as beginning and end</p>	<p>Experiment with performing their own composition to an audience</p> <p>Follow a conductor's cues to show a change in dynamics, tempo and expression, as well as beginning and end</p>	<p>Rehearse and perform their own composition with increasing accuracy</p> <p>Follow a conductor's cues for the interrelated dimensions of music</p>	<p>Perform in ensemble/solo with increasing accuracy and confidence, learning songs/ pieces of music off by heart</p> <p>Follow a conductor's cues for the interrelated dimensions of music</p>