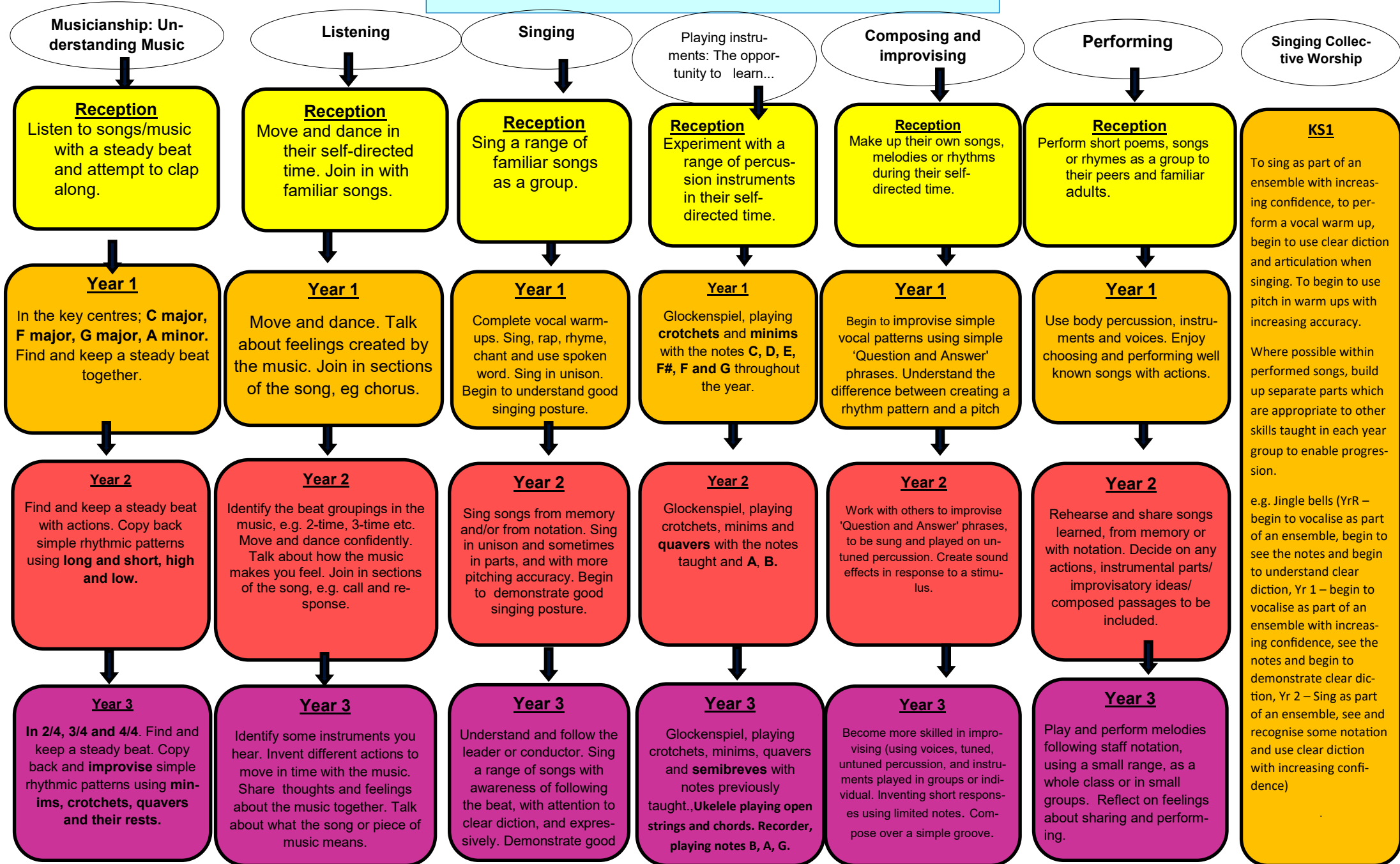


Subject Skills Progression



Subject Skills Progression

Year 4

Listen and copy rhythmic patterns made of **semibreves**, minims, **dotted crotchets**, crotchets, quavers, **semiquavers** and their rests, **by ear or from notation**.

Year 4

Tap out 2/4 tempo in isolation and to the beat of an accompaniment. Identify the structures of songs they listen to in class.

Year 4

Sing in different time signatures: 2/4, 3/4 and 4/4. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing, phrasing, staccato and legato.

Year 4

Glockenspiel, playing crotchets, **dotted crotchets**, minims and quavers with the notes taught and **Bb**. Recorder, playing note lengths above with the notes taught and **C, D, E, F, F#, Bb**.

Year 4

Improvise on a limited range of pitches on the instrument you are learning, making use of musical features, including legato and staccato articulation. Improvise over a simple chord progression/groove.

Year 4

Perform with confidence, songs from memory or using notation. Include instrumental parts/improvisations/compositions within the performance. Use the structure of the song to communicate its mood and meaning.

KS2

To sing as part of an ensemble confidently, to know a range of vocal warm ups they can use to prepare for singing, use clear diction, articulation and pitch when singing. To perform different tempos within songs.

Year 5

In the key centres previously used and **D major**. In 2/4, 3/4, 4/4, **5/4 and 6/8**. Listen and copy rhythmic patterns made of **dotted minims**, minims, dotted crotchets, crotchets, **dotted quavers**, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

Year 5

Tap out 2/4 and 3/4 tempo and begin to identify these in songs they hear in class. Discuss the structure of the music. Recall by ear memorable phrases heard in the music. Justify an opinion with reference to some Musical Elements.

Year 5

Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing a second part in a song. Self-correct if lost or out of time. Sing expressively, with attention to dynamics and articulation.

Year 5

Glockenspiel, playing note lengths previously taught with notes taught and **Ab**. Recorder, playing note lengths previously taught and **dotted minims** with notes taught and **Ab**. **Keyboard**, learning to play single notes and some chords. **Garageband**, using the application to record and layer music.

Year 5

Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a range of dynamics. Use music technology to capture, change and combine sounds.

Year 5

Create and present a holistic performance for a specific purpose. Perform from memory or with notation, with confidence and accuracy. Discuss and talk about the strengths and weaknesses of a performance.

Where possible within performed songs, build up separate parts which are appropriate to other skills taught in each year group to enable progression.

Year 6

In the key centres previously used and **D minor**. Listen and copy rhythmic patterns made of all note lengths previously taught by ear or from notation.

Year 6

Tap out 2/4, 3/4, 4/4 tempo in musical notation. Discuss and explain the structure and themes of a song. Justify a personal opinion with reference to Musical Elements.

Year 6

Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without accompaniment. Sing syncopated melodic patterns. Maintain good posture and breath control.

Year 6

Glockenspiel and Recorder, playing note lengths previously taught, **dotted quavers** and **semiquavers**, with notes previously taught, **G#** and **C#**.

Year 6

Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. Compose song accompaniments and melodies using knowledge of musical elements.

Year 6

Perform songs in school assemblies, school performances and to a wider audience. Understand the value of choreographing any aspect of a performance. Students lead parts of the performance. Understand the importance of the performing space and how to use it.

e.g. Jingle bells (Yr 3 to use percussion in accompaniment, Yr 4 – use movements of Staccato and Legato – beginning to understand and demonstrate dynamics, Yr 5 use a vocal Beat 'Jingle, Jingle, Jingle Bells', Yr 6 – sing without accompaniment.)

Additional Enrichment

Singing collective worship weekly, A range of songs/music played during collective worships throughout the week.

Additional Enrichment

Singing collective worship weekly, A range of songs/music played during collective worships throughout the week.

Additional Enrichment

Singing collective worship weekly, KS2 Choir and singing across the curriculum in a range of subjects, Carol services. School perfor-

Additional Enrichment

Recorder and Ukulele courses taught in Y3, Keyboard and Garageband in Y5.

Additional enrichment

Music Day, Class performances.

Additional enrichment

Music Day, Singing Collective Worship, KS2 Choir, School Performances, Class assemblies.

Subject Knowledge Progression

Genres

Reception

Children are exposed to rhymes, songs and poems by different authors and composers throughout the year.

Year 1

Begin to understand about different styles of music.
Hip hop, Jazz, Pop, Gospel, Classical, Reggae, 20th and 21st Century Orchestral, Waltz, Funk, Lullaby.

Year 2

Start to talk about the style of a piece of music.
Gospel, Jazz, Rock, Pop, 20th and 21st century orchestral/choral, Swing, Ragtime, Kwela, Rock 'n' Roll.

Year 3

Talk about the style of the music. **Country, Baroque, Pop, Folk, Children's rhymes, Ukulele, Recorder, Blues**

Notation

Reception

Clipboards provided for children to write 'songs' or 'music' in their own chosen format.

Year 1

Begin to explore ways of representing high, low, long and short sounds, using symbols and any appropriate means of notation.

Year 2

Explore ways of representing high, low, long and short sounds, using symbols and any appropriate means of notation. Begin to explore standard notation. Identify hand signals as notation, and recognise music notation on a staff of five lines.

Year 3

Explore standard notation, read and respond to notes taught. Identify some features of sheet music. Understand the difference between crotchets and paired quavers.

Musical Elements

Reception

Begin to discuss musical elements when singing. E.g. this is a fast song, this bit is loud.

Year 1

Recognise long and short sounds in a rhythm. Recognise and sing in a high and low pitch. Describe tempo as fast or slow. Describe dynamics as loud and quiet.

Year 2

Understand the tempo can change. Create rhythms based on phrases. Identify high and low pitch in a melody. Understand the meaning of loud and quiet (forte and piano). Know the difference between a speaking voices and singing. Understand that singing together creates a musical texture.

Year 3

Alternate between a steady beat and a rhythm. Identify some names of pitched notes. Change the speed of a steady beat. Listen out and respond to forte (loud) sections of music. Choose particular instruments for performing. Identify the texture of large numbers of people playing and singing. Recognise the different parts (structure) of a song.

Instruments

Reception

Recognise and name some familiar percussion instruments within the provision e.g. drum, tambourine, 'shaker'.

Year 1

Naming Glockenspiel. Recognise some band and orchestral instruments. Identify some of

Year 2

Naming Glockenspiel and **parts of the instrument.**

Year 3

Glockenspiel, **Recorder, Ukelele.**

Singing Collective Worship

EYFS/KS1

To begin to understand that warming up your voice is an essential part of singing correctly.
Practise and begin to understand pitch in warm-ups.
To understand the terms 'diction and articulation'.
Learn 'solfege' scale and that there is a musical alphabet.

KS2

Understand fully the need to warm up vocally and physically before singing.
To know what pitch is and identify it in music notation and when listening to music.
To know what tempo is and why it's necessary in notation.

Subject Knowledge Progression

Year 4

Recognise the style of music you are listening to and important features that distinguish the style.

20th and 21st Century Orchestral, Reggae, **Soul: ballad, R&B, Disco, Musicals**, Folk, Classical, Jazz, **Romantic**, Rock.

Year 4

Read and respond to notes taught. Identify features of sheet music. Begin to understand differences between note lengths. Read and perform pitch notation. Follow simple rhythmic scores to a steady beat.

Year 4

Respond to the 'offbeat'. Identify tempo. Understand the difference between beat and rhythm. Understand melodic movement up/down as pitch. Describe legato and staccato. Control the speed of a steady beat, getting faster/slower. Identify gradation of dynamics and describe crescendo and diminuendo. Recognise the timbre of groups of instruments. Identify and explain texture. Identify chorus, verse.

Year 4

Glockenspiel, Recorder

Year 5

Identify the musical style of a song or piece of music.

20th and 21st Century Orchestral, Gospel, **Electronic music**, Hip hop, , Children's rhymes, Reggae, Gospel, Waltz, **Keyboard**.

Year 5

Read and respond to notes taught. Identify many features of sheet music. Recognise how notes are grouped when notated. Further understand differences between note lengths. Understand the differences between 2/4, 3/4 and 4/4 time signatures.

Year 5

Recognise note lengths taught. Identify steps, jumps and leaps in the pitch. Direct the class in controlling the speed of a steady beat. Identify dynamics and how they change the mood of the music. Recognise the difference between male and female voices. Identify changes in texture. Identify call and response in musical structures.

Year 5

Identify some instruments by ear and through a range of media.
Glockenspiel, Recorder, **Garageband, Keyboard**.

Year 6

Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.

Soul, 20th and 21st Century Orchestral, Pop, Hip hop, Swing,, Rock, Romantic, Folk.

Year 6

Read and respond to notes taught, pitch, dynamic and tempo notation. Understand many note lengths and a range of time signatures. Follow simple rhythmic and melodic scores.

Year 6

Identify syncopation and swing beats. Identify names of pitched notes. Recognise the connection between tempi and musical styles. Identify the connection between dynamics and texture. Identify instruments that add particular timbre to music. Understand how texture builds throughout a piece. Talk about the purpose of musical structures.

Year 6

Identify a wide range of instruments by ear and through a range of media.
Glockenspiel, Recorder.

Additional Enrichment

A range of songs/music played during collective worships throughout the week, as well as songs used in lessons across the curriculum.

Additional Enrichment

Singing collective worship weekly. Recorder and Ukulele courses taught in Y3, Keyboard and Garageband in Y5.

Additional Enrichment

Recorder and Ukulele taught in Y3, Keyboard and Garageband in Y5. A range of songs/music played during collective worships, as well as songs used in lessons across the curriculum.

Additional Enrichment

Recorder and Ukulele taught in Y3, Keyboard in Y5.