

Music PROGRESSION OF SKILLS POLICY

SUBJECT MUSIC Y1-Y6

KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
End of Y1 expectations	End of Y2 expectations	End of Y3 expectations	End of Y4 expectations	End of Y5 expectations	End of Y6 expectations
Performing, singing and playing					
<ul style="list-style-type: none"> - play sounds and silence using untuned instruments - <i>Sing simple songs, chants and rhymes with a small range (mi-so)</i> - <i>Perform word-pattern chants</i> - mimic teacher to copy holes on a recorder A and C (Recorder Boppers Get Rapping/ I'm easy) 	<ul style="list-style-type: none"> - create sounds and silence using untuned instruments and conduct a peer when to start and stop - <i>Sing songs with a pitch range of do-so</i> - Sing loud and soft, long and short, high and low -sing in unison and in a round - Learn note names A and C and where they are placed on a recorder when playing (Recorder Boppers Samba C A) 	<ul style="list-style-type: none"> - sing a range of unison songs of varying styles and structures - create expressive effects using instruments and voices safely and correctly in the classroom - taking on different roles in group music making, for example, accompaniment or lead - Learn note names B,A,C and where they are placed on a recorder when playing (Recorder Boppers B in my Bonnet/ Coconut calypso/ Lonely Mountain/ Walking Talking Robot) 	<ul style="list-style-type: none"> - <i>Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps</i> - Learn to play a brass instrument with Doncaster music service 	<ul style="list-style-type: none"> - <i>sing songs with a verse and a chorus</i> - singing and playing independent parts against contrasting parts - <i>Read and perform pitch notation within an octave (e.g.</i> 	<ul style="list-style-type: none"> - <i>sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.</i> - <i>sing by experimenting with positioning singers randomly within the group- in order to develop greater listening skills</i> - singing and playing independent parts using simple harmonies - <i>Play a melody following staff notation written on one staff and using notes within an octave range using glockenspiels</i>

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C-C) using
glockenspiels

Composition and Improvisation

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- demonstrating beat and **tempo** changes and creating **drones**
- matching and varying **dynamics**
- *Compose in response to different stimuli*

- matching and varying **dynamics** while playing
- *Compose and capture creative ideas using rhythm notation using a small range (C-G), staff notation and recording technology*
- *Explore developing musical knowledge by composing music to create an accompaniment to a short film clip.*

- *Improvise freely over a drone, developing a sense of shape and character, using tuned percussion*
- *Experiment with using a wider range of dynamics, including **fortissimo, pianissimo, mezzo forte, mezzo piano***
- *Compose a short **ternary** piece*
- *Compose music to evoke a specific atmosphere, create music to accompany a silent film or a scene in a play or book*

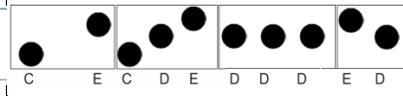
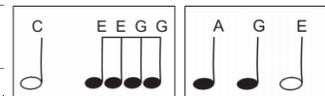
- Recreate and use instrumental and **vocal timbres** and digitally generated sounds
- *Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Notate this melody.*
- *Compose a **ternary** piece using music software to create and record it*

Listening and Appraising

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<ul style="list-style-type: none"> - move and perform with an understanding of beat and tempo - clapping in time to the beat - discriminate between loud and soft, long and short, high and low - recognise familiar instrument timbres using instrument families - 	<ul style="list-style-type: none"> - Have an increased understanding of beat and tempo and be able to keep a simple 44 beat by clapping - <i>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats</i> - Respond to leader's directions and visual symbols crescendo, decrescendo, pause - recognise familiar instruments within timbres naming specific instruments 	<ul style="list-style-type: none"> - matching and varying dynamics 	<ul style="list-style-type: none"> - introduce and identify major and minor chords - listening to musicians using varying instrumental timbres to create expressive effects using instruments and voices and how these are achieved. 	<ul style="list-style-type: none"> - recognising instrumental and vocal timbres and digitally generated sounds - listening to others controlling volume and tone in ensemble activities - 	
Understanding Musical Notation					
<p><i>Recognise how graphic notation can represent created sounds. Explore and invent own symbols</i> MMC 2021</p>	<p><i>Recognise dot notation and match it to 3-note tunes played on tuned percussion</i> MMC 2021</p>	<p><i>Use listening skills to correctly order phrases using dot notation on tuned instruments, showing different arrangements of notes C-D-E</i> MMC 2021</p>	<p><i>Compose and capture creative ideas using rhythm notation using a small range (C-G), staff notation and recording technology</i> MMC 2021</p>	<p><i>Understand how triads are formed</i> MMC 2021</p> <p><i>Read and perform pitch notation within an octave (e.g. C-C)</i> MMC 2021</p>	<p><i>Play a melody following staff notation written on one staff and using notes within an octave range</i> MMC 2021</p>

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 	 <p>crotchet, crotchet rest, quavers in pairs,</p>	 <p>crotchet, crotchet rest, quaver, semiquaver dotted crotchet, quavers in groups of 3 and identical rests in repertoire studied, ostinato</p>	 <p>crotchet, crotchet rest, quaver, semiquaver dotted crotchet, quavers in groups of 3 and identical rests in repertoire studied, ostinato</p>	<p>Stick notation within an octave:</p>  <p>crotchet, crotchet rest, quaver, semiquaver dotted crotchet, quavers in groups of 3 and identical rests in repertoire studied, minim, minim rest, semi breve, ostinato</p>	<p>Frere Jacques/Brother John</p>  <p>crotchet, crotchet rest, quaver, semiquaver dotted crotchet, quavers in groups of 3 and identical rests in repertoire studied, minim, minim rest, semi breve, ostinato</p>
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