

| Music Holy Cross Catholic Primary SchoolProgression of Skills |
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| Performing |
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| Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
| * Speak and chant and sing together in time
* Sing songs showing increasing control of singing voice
* Convey different moods when singing (happy, sad, angry etc)
* Sing solo with increasing confidence
* Co-ordinate actions to go with a song
* Perform an action or a sound on the steady beat whilst singing
* Play in time to a steady beat. Play loudly, quietly, fast, slow
* Imitate a rhythm pattern on an instrument
* Play a simple repeated rhythmic pattern to accompany a song
* Play a single pitched note to accompany a song (**drone**)
* Follow simple hand signals indicating:loud/quiet and start/stop
* Introduce crotchets, quavers and crotchet rests in isolation
 | * Sing with more accuracy of pitch in a limited range
* Sing clearly and breathe at the end of phrases
* Convey the mood or meaning of the song
* Sing with a sense of of **dynamics** (volume) and **tempo** (speed)
* Echo sing a short melodic phrases
* Follow a leader- starting and stopping together
* *Play with control: a) maintaining steady beat, b) getting faster or slower, c) getting louder or quieter*
* *Perform a repeated two note melodic ostinato to accompany a song*
* *Perform a rhythm accompaniment to a song using crotchets, quavers and quaver rests from notation*
* *Perform a sequence of sounds using a graphic score*
* *Work and perform in smaller groups*
* *Play simple rhythms*
 | * Sing more complex songs using a wider vocal range
* Show increasing accuracy of pitch and awareness of the shape of a melody.
* Understand that posture, breathing and diction are important.
* Demonstrate an awareness of character or style in performance.
* Begin to chant or sing a 2 part round
* Keep a steady beat or individually
* Maintain an ostinato with a different ostinato and/or steady beat
* Use tuned percussion with more refined technique
* Play using symbols or simple traditional notation - introducing minims
* *Perform with an awareness of others*
 | * Sing a variety of styles with an increasing awareness of tone and the shape of the melody
* Sing songs showing musical expression- eg crescendo, diminuendo
* Sing rounds or part songs with more confidence and awareness of other parts
* Sing confidently as part of a small group or solo
* Maintain two ostinato patterns in a small instrumental group against a steady beat
* Use tuned percussion instruments to accompany songs and improvise patterns
* Play by ear – find known phrases or short melodies using tuned instruments
* Perform to an audience with increasing confidence.
* Play a variety of note values from notation including simple staff notation
 | * Sing confidently in tune with expression, good posture and diction
* Communicate the meaning and mood of the song
* Maintain either the melody or harmony part with increasing accuracy
* Play by ear or from notation on pitched instruments,
* Lead/conduct a group of instrumental performers
* Maintain a rhythmic or melodic accompaniment to a song
* Maintain own part in a small ensemble
* Play simple chords on tuned instrument
 | * Sing in 2 or 3 part harmony
* Communicate the meaning and mood of the song to an audience
* Perform songs with closer attention to phrasing, dynamics and accuracyof pitch tempi,
* Read and play with confidence from staf or graphic notation using a variety of note values
* Play by ear on pitched instruments, extending the length of phrases, melodies played.
* Maintain a rhythmic or melodic accompaniment to a song
* Play syncopated rhythms fluently
* Move between different rhythms/sections seamlessly
* Lead rehearsals and know how to improve a performance

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| Composing |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Explore*** Different sounds made by the voice and hands (**timbre)**
* High and low sounds **(pitch)**
* Long and short sounds **(duration**)
* Loud and quiet sounds (**dynamics)**
* Fast and slow sounds (**tempo)**
* Pitch shapes (moving up and down) and rhythmic patterns
 | **Explore:*** Ways in which sounds are made (*tapped, blown*, *scraped, shaken*), and can be changed
* Long and short sounds (**rhythm – duration)**
* The rhythm patterns of words and sentences
* Changes in **pitch** (higher and lower)
* Sequences of sound (**structure**)
* Sounds in response to a stimulus (**visual or aural**)
* How sounds can be changed to convey different effects and moods
 | **Explore:**Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.* Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)
* Symbols to represent sound (graphic scores / traditional notation)
* The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods
* The different sounds (timbres) that one instrument can make
 | **Explore:*** Sounds to create particular effects (**timbre)**
* Rhythm patterns in music from different times and places **(duration)**
* Pitched notes that move by steps and/ or leaps to make short phrases
* Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using **dynamics,** different **tempi,** different **timbres** etc
* Combining and controlling sounds to achieve a desired effect
* Music that incorporates effective silences (rests)

  | **Explore:*** Dissonance/harmony

Texture created by layering rhythms and/or motifs* Develop ideas, using devices such as repetition, question and answer, ostinato
 | **Explore:** Characteristics of various styles,eg, Blues, Rap, Gospel , Folk, African* Use syncopation in improvising
* Use blues scale
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| **Compose:*** Add sound effects to a story or to match a picture
* Use graphics/symbols to portray the sounds they have made
* Sequence symbols to make a simple **score**
* Compose own sequence of sounds without help and perform
 | **Compose:*** Short melodic phrases
* Rhythm patterns from words
* A piece of music that has a beginning, middle and end (**structure**)
* Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups
* Music that conveys different moods
 | **Compose:*** Words and actions to go with songs
* A simple accompaniment to go with a song, using ostinato patterns
* Music that has a recognisable structure; Beginning, Middle and End or verse/chorus
* Music that tells a story, paints a picture or creates a mood
* Music that uses call and response
 | **Compose:*** A simple rhythmic accompaniment to a song using **ostinato** patterns and **drones**
* A simple melody from a selected group of notes
* A piece of music that reflects images/ and atmosphere, that has aplan, making adjustments to achieve the intended effect
 | **Compose / Arrange:*** Include more musical dimensions in a composition
* Arrange a song for class performance using pitched and unpitched accompaniment
* Refine owncompositions/arrangements after discussion
* Use a range of symbols to record compositions.
 | **Compose / Arrange:*** Use a variety of musical devices in composition
* Compose music that reflects given intentions eg blues with syncopation and clear use of blues scale
* Arrange a song for performance with more parts and more direction
* Refine own compositions
* Use a range of symbols to record compositions.
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| **Listening** |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Listen to a piece of music and move in time to its steady beat.
* Recognise and respond through movement /dance to the different musical characteristics and moods of music
* Recognise the sounds of the percussion instruments used in the classroom and identify them
* Begin to use musical terms (louder/quieter, faster/slower, higher/lower)
* Begin to know how changes in speed, pitch and dynamics affect the mood
 | * Listen with increased concentration
* Recognise the sounds of the percussion instruments, their names, and which ones can make high and low sounds
* Recognise how sounds are made – tapping, rattling, scraping, blowing etc
* Identify different qualities of sound such as smooth, scratchy, clicking, ringing (**timbre)**
* Recognise and respond to different changes of speed (**tempo**)/volume (**dynamics)** and **pitch**
* Respond through movement to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)
* Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly
 | * Listen with concentration to longer extracts of music and identify a steady beat / no steady beat - a specific rhythm pattern or change in the music eg the speed (TEMPO) of the music or the volume (DYNAMICS) or the melody
* Recognise some familiar instrumental sounds (piano, violin, guitar drums etc)
* Identify repetition in music ie a song with a chorus
* Identify whether a song has a call and response structure
* Listen to their own compositions and use musical language to describe what happens in them
 | * Recognise the range of percussion (tuned and untuned) used in school and more orchestral instruments
* Recognise some contrasting styles of music in broad terms, using appropriate musical language
* Recognise music from different times and countries
* Identify repeated rhythmic or melodic phrases in music heard
* Use correct musical language when describing changes eg dynamic levels- f/p etc, crescendo
 | * Identify and discuss ‘what happens when’ within simple musical structures
* Compare two pieces of music from different countries/ times and discuss the similarities and differences
* Use musical vocabulary and knowledge to help identify areas for development or refinement when composing
 | * Evaluate how the venue, occasion and purpose affects the way a piece of music is created.
* Analyse features within different pieces of music
* Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ composition
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