


Art and Design Skills Progression Hallwood Park

 HALLWOOD PARK PRIMARY SCHOOL & NURSERY		EYFS	KSI	LKS2	UKS2
Percussion			Ukulele		Recorder
Perform - Instrumental	<ul style="list-style-type: none"> Engage in music making, performing, both solo and in groups. 	<ul style="list-style-type: none"> Follow verbal instructions on how to play a simple rhythm using percussion instruments. Play with others in a percussion ensemble. 	<ul style="list-style-type: none"> Play C, Am, F and G chords on the Ukelele. To read basic tab using fret numbers as well as open strings. To play confidently several pieces in an ensemble with others. To follow directions regarding dynamics and tempo. 	<ul style="list-style-type: none"> Independently play melodies following staff notation using an octave range. Make decisions about dynamic range. Engage with others through ensemble playing. 	
Perform - Singing	<p>Sing simple and well-known rhymes, poems and songs in a group.</p>	<ul style="list-style-type: none"> Sing simple songs with a small range with increasing vocal control and accurate pitching. Demonstrate changes in dynamics and tempo by responding to leader's directions and visual symbols (crescendo, decrescendo, pause). 	<ul style="list-style-type: none"> Sing a widening range of unison songs tunefully and with expressions. Perform forte and piano. Perform actions confidently and in time to action songs. 	<ul style="list-style-type: none"> Sing a broad range of songs that involve syncopated rhythms. Observe rhythm, phrasing, and accurate pitching in an appropriate style. Sing 3 and 4 part rounds with vocal independence and balance between parts. 	
Compose	<ul style="list-style-type: none"> Use basic classroom percussion instruments to express feelings and ideas. Create collaboratively. 	<ul style="list-style-type: none"> Create music in response to non-musical stimuli. In partners, improvise, retain and recall simple call and response phrases on untuned percussion. Record composed pieces using graphic symbols, dot notation and stick notation. 	<p>Improvisation</p> <ul style="list-style-type: none"> To improvise a short melody (picked) Structure musical ideas into a beginning, middle and end. Use call and response as a tool to structure musical ideas. <p>Composition</p> <ul style="list-style-type: none"> Compose in response to different stimuli (eg, stories, verse, images and music) Compose a simple chord sequence (strummed) 	<p>Improvisation</p> <p>Create short, improvised melodies using a limited number of notes on the recorder.</p> <ul style="list-style-type: none"> Create short, improvised rhythms and melodies using a range of percussion instruments. <p>Composition</p> <ul style="list-style-type: none"> Plan and compose 8 or 16 beat melodic phrases using the pentatonic scale and incorporate rhythmic variety and interest. Play and notate composed melodies. Enhance melodies with rhythmic and chordal accompaniments. 	
Listen and Respond	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Move to music, mirroring the style and sounds. Move in time to the music, paying attention to tempo and pitch. 	<ul style="list-style-type: none"> Walk in time to the beat of a piece of music. Respond independently to pitch changes, indicating with actions (hands high, hands low). Discuss opinions about a piece of music, including tempo, pitch and timbre. 	<ul style="list-style-type: none"> Practice active listening, developing a shared knowledge and understanding of the stories, origins, traditions, history and social context of pieces. Clap in time to the beat of a piece of music. Recognise when the pitch becomes higher or lower. Share opinions about piece of music, including discussions of tempo, pitch, timbre, instruments and genre. 	<p>Practice active listening, developing a shared knowledge and understanding of the stories, origins, traditions, history and social context of pieces</p>	
Notation	<p>Draw patterns or images in response to piece of music.</p>	<ul style="list-style-type: none"> Recognise the symbols for minims and crotchets and say how many beats they represent. Read a clap simple rhythm using minims and crotchets. Read and follow informal methods of musical notations using percussion instruments. Draw patterns or images in response to a piece of music, including changes to tempo or dynamics. 	<ul style="list-style-type: none"> Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Read and clap simple rhythms and play them using minim, crotchet and semibreves, including rests. Read and respond to some simple directions when playing music (piano, forte, allegro, adagio etc) 	<ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical staff. Recognise the symbols for a minim, crotchet, semibreve and quavers and say how many beats they represent. With support, read a play piece of music written on formal notation in the treble clef. Use and understand simple time signatures. Read and respond to some simple directions when playing music (piano, forte, crescendo, staccato, fortissimo, pianissimo, allegro, adagio, crescendo, decrescendo etc) 	

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