



The Holy Family School Music Skills and Knowledge Progression



Singing

K.S.1: Pupils should be taught to use their voices creatively by singing songs, speaking chants and rhymes.

K.S.2: Pupils should be taught to play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Topics: Ourselves, Senses/Family, Christmas, Celebrations, Space, Mini Beast, Growing, People who Help Us, Under the Sea, Africa, Traditional Tales</i>	<i>Topics: Animals, Pets/Christmas, Food, Rainforest, Seaside, Plants and Growing</i>	<i>Topics: Seasons, Fire! Fire! Heroes, Wonderful World, Journeys/Space, Pirates.</i>	<i>Topics: Stone Age, Climate and Weather, Bronze Age to Iron Age, Our World/Easter Play, Eery Egyptians, Coast.</i>	<i>Topics: Anglo Saxons, Romans/Local History, The Americas/Route 66, Crime and Punishment/Easter Play Rivers/Water Cycle, Earthquakes and Volcanoes</i>	<i>Topics: Living things and Habitats, Explorers, Materials, Ancient Greece, Marvellous Mountains, Vicious Vikings.</i>	<i>Topics: Victorian Inventors, Amazing Amazon, Marvellous Mayans, Caring for our World, Woeful World War 1, Woeful World War 2</i>
Pupils will sing a variety of simple songs related to topic; sing at a suitable pace and volume; begin to blend with peers; use simple dynamics and begin to sustain sounds	Pupils will sing a variety of songs, chants, raps and rhymes related to topic; sing in different sized groups; continue to blend and listen to peers; understand that songs have different purposes (e.g.lullabies) and use dynamics and expression to make songs more interesting.	Pupils will sing and perform a wide variety of songs, chants, raps, and rhymes in different styles using simple harmonies (i.e., rounds and ostinati); sing in different sized groups and sing solos; begin to recognise melodic contour and emulate this vocally and instrumentally; use expression for mood and effect; create new lyrics for existing tunes.	Pupils will sing with enjoyment and confidence in a variety of styles in unison and using simple harmonic devices such as rounds, partner songs and ostinati; sing in different sized groups maintaining my own melodic line, blending with others, and using dynamics to create effect; reproduce more complex melodic lines and reproduce these vocally and with instruments	<i>Building on previous skills pupils will...</i> begin to sing in musical phrases exercising breath control to create more fluency.	<i>Building on previous skills pupils will:</i> begin to sing in close harmony using descants and other harmony lines; sing music in different time signatures and begin to identify them including compound time.	<i>Building on previous skills pupils will:</i> use diction, control, and accuracy in my singing to enhance performance.

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Playing, Experimenting, Performing, Composing

K.S.1: Play tuned and untuned instruments musically. Experiment with, create, select, and combine sounds using the interrelated dimensions of music: *pitch, duration, dynamics, tempo, timbre, structure and appropriate music notations.*

K.S.2: Improvise and compose music for a range of purposes using the inter-related dimensions of music i.e., *pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.* Use and understand staff and other musical notations.

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<p>Pupils will create simple compositions, chants and raps and record these using stickers of instruments used. Pupils will work in small groups independently and perform for peers and other visitors. Pupils will use simple structures to create effective pieces of music, know the names of classroom instruments and their timbres.</p>	<p>Building upon previous skills... Pupils will select sound sources and create instrumental accompaniments; take turns to play, work in a small group and select sound sources appropriate to task; create simple musical patterns and copy rhythms; begin to use musical vocabulary i.e. loud, quiet, soft, fast, slow etc.: use classroom instruments creatively to create different effects; record compositions using pictures of instruments used and play from a picture score; use simple structures to create music.</p>	<p>Building upon previous skills... Pupils will create music using musical devices such as ostinato and structures such as Binary and Ternary Form; use volume and speed in my music to enhance it and am beginning to employ crescendo, diminuendo (gradually getting louder and quieter) and accelerando and ritardando (gradually getting faster /slower) within my compositions; record my compositions using pictures of instruments and read /perform from a picture score; understand the difference between composition and improvisation.</p>	<p>Building upon previous skills... Pupils will vocalise the difference between improvisation and composition; begin to recreate melodic lines heard on tuned percussion; create more interesting accompaniments and pieces of programme music; understand about different time signatures; use graphic notation (pictures and symbols to represent sounds) to record compositions and play from a graphic score; begin to understand traditional Western Staff melodic and rhythmic notation and can use this in conjunction with graphic notation to notate compositions.</p>	<p>Building upon previous skills... Pupils will begin to create and notate melodic lines related to topic inspiration; use existing tunes and create new lyrics; begin to write melodies using different time signatures; use Graphic Notation to create more complex scores using dynamic markings.</p>	<p>Building upon previous skills...Pupils will begin to use triads to accompany songs and can write a triad on a stave or staff; understand and employ 'Rondo' form in music and use the process rehearse/refine/perform to create extended pieces of music</p>	<p>Building upon previous skills... Pupils will compose using a variety of styles and forms including employing the use of 12 Bar Blues; compose using an understanding of music from a range of cultures styles and times; understand the origin of the 'Blues', how to write a triad and how to construct a piece of music based on the 12 Bar Blues Chord Structure.</p>

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Listening

K.S.1: Listen with concentration and understanding to a range of high quality live and recorded music.

K.S.2: Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Develop and understanding of the history of music.

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<p>Pupils will listen to a variety of music related to topic including each other compositions and be encouraged to talk about music listened to; respond to music listened to in a variety of ways and through different mediums i.e. dance, art and using props; discuss how particular pieces of music make them feel and be encouraged to begin to use some musical language when discussing; begin to understand that some music is written for specific occasions.</p>	<p>Building on previous skills pupils will respond to music listened to by moving in time to the music, stopping and starting when the music does; begin to identify moods in music listened to and vocalise what the composer is trying to achieve; draw pictures related to the music I am listening to; begin to recognise some of the instruments I hear, some of the devices composers use for effect i.e. speed and volume and recognise patterns within the music.</p>	<p>Building on previous skills pupils will... respond creatively to music listened to; create simple dance routines in groups responding to the mood of a piece of music whilst practising rhythmic skills; begin to identify more instruments heard within a piece of music; recognise music from other cultures and music written for particular occasions; discuss music listened to with confidence, responding to the mood of the music using increasing musical vocabulary.</p>	<p>Building on previous skills pupils will... sing echo songs with increasing accuracy; reproduce longer sung musical phrases with more accuracy; reproduce melodies listened to on tuned percussion; discuss music listened to using increasing musical vocabulary i.e., timbre, rhythm, pulse, crescendo, diminuendo, round, ostinato, time signature, melody, harmony and scales; begin to recognise music from different countries, musical periods and from different idioms; discuss and compare pieces of music written during different musical periods in classical and pop music genres.</p>	<p>Building on previous skills pupils will... recreate simple close harmony parts whilst listening to the sound as a whole around me; discuss music listened to using increasing musical vocabulary including structure, melody, canon etc.; know the names of some famous composers and have listened to some of their most famous pieces.</p>	<p>Building on Previous Skills pupils will... begin to hear harmony parts within a piece of music or a song; use melodic percussion instruments and Boomwhackers to recreate well known tunes and compose and notate original pieces; begin to understand the musical terms harmony, bar, texture, compound time; respond to music listened to with empathy and begin to understand how it evokes mood reflecting time and culture</p>	<p>Building on Previous Skills pupils will... begin to hear harmony parts within a piece of music or a song; use melodic percussion instruments and Boomwhackers to recreate well known tunes and compose and notate original pieces; begin to understand the musical terms harmony, time signature, bar, texture, compound time; respond to music listened to with empathy and begin to understand how it evokes mood reflecting time and culture; create poetry inspired by music listened to and perform for peers.</p>

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