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| **Music Progression of Skills** | | |
| The document below shows how we cover all of the relevant music knowledge and skills across our school. The context in which these topic –based units are taught is left to the discretion of individual teachers, who try where they can to match them to their year group’s termly topic. **The units in bold must be taught in order to ensure progression in knowledge in skills across the school. (Draft copy – please note these have not been decided/put in bold yet!)**  Please see the individual Year Groups Termly overview for content of the Music studied at St Michael’s School. | | |
| \\STM-Server1\arvind.hirani$\Documents\Desktop\JPG-WhiteBackground.jpg | KS2 Areas of study   Sing and play musically with increasing confidence and control.  Develop and understanding of musical composition, organising, manipulating ideas within music structures, and reproducing sounds from aural memory.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Listen with attention to detail and recall sounds with increasing aural memory.  Use and understand staff and other musical notations.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music. | |
| Singing songs with control and using the voice expressively. | **Year 3 and 4**   Sing with confidence using a wider vocal range.   Sing in tune.   Sing with an awareness of pulse and control of rhythm.   Recognise simple structures. (Phrases)   Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics   |  | | --- | | .     ’ |    Sing songs and create different vocal effects.   Understand how mouth shapes can affect voice sounds.   Internalise sounds by singing parts of a song ‘in their heads.’ | |
| Listening, Memory and Movement. | **Year 3 and 4**   Identify melodic phrases and play them by ear.   Create sequences of movements in response to sounds.   Explore and chose different movements to describe …?   Demonstrate the ability to recognise the use of structure and expressive elements through dance.   Identify phrases that could be used as an introduction, interlude and ending. | |
| Evaluating and appraising | **Year 3 and 4**   Recognise how music can reflect different intentions. | |
| Controlling pulse (beat) and rhythm | **Year 3**  **** Exploring and creating rhythms. Sing and compose music -build into performance. (Building)  **** Develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns. (\*Time)  **** Percussion instruments used to improvise, create word rhythms. (Human body) | **Year 4**  **** Explore how music can be structured - provide different textures. Use layers and rondo structure to combine ostinati - body percussion and tuned instruments. (Building)  **** Music featuring bells & clocks. Understanding of rhythm and syncopation. Learn to sing & play bell patterns. Create their own descriptive music. (Time) |
| Exploring sounds, pitch, melody and accompaniment. | **** How sounds are produced and classified. Explore timbre and structure -music from around the world. (Sounds)  **** Explore the pentatonic scale and ways of notating pitch. (\*China)  **** Origins of pitch notations introduced. (In the past)  **** Language learning through songs. (Singing French) | **** Explore how sounds are produced and classified. Use voices to make beatbox sounds, sing four-part songs & perform a jazzy round. (Sounds)  **** Explore pentatonic melodies and syncopated rhythms. Learn fundamental dimensions of music are the same all over the world.  **** Explore part-singing and accompaniments in four contrasting songs. Focus pitch. (Singing Spanish) |
| Composition | **** Create accompaniments and sound pictures -reflect sounds in local environment. (Environment)  **** Make music inspired by technology and computing. Explore and compose sounds (Communication)  **** Perform a song cycle and round - compose their own ostinati. (Ancient world) | **** Make descriptive accompaniments. Discover how the environment has inspired composers throughout history. (Environment)  **** Make own instruments from junk - use to improvise, compose and play music - variety of different musical styles. (Recycling)  **** Explore 20th century minimalist music inspired by the age of Akhenaten. Arrange & perform a layered pyramid structure. (Ancient Worlds)  **** Create a news programme, complete with theme music. (Communication) |
| Reading and writing notation |  Explore the pentatonic scale and ways of notating pitch. (\*China)   Use staff notation -part of final performance. (\*Time) | **** Use a variety of notations to build performances from different periods and styles. (In the past)   |
| Performance skills | **** Use voice, body percussion, instruments and movement to create expressive performances. (Poetry)  **** Feast of chants/songs/performances -composing word rhythms/singing round/creating musical recipes. (Food and drink) | **** Use voices to speak expressively, rhythmically. Create ostinato accompaniments to enhance performance. (Poetry)  **** The children cook up a musical feast. Celebrating in a song performance. (Food & drink) |

 Indicates main focus of unit.