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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 | KS1 Areas of study   Use their voices expressively and creatively by singing songs and speaking chants and rhymes.   Play tuned and untuned instruments musically.   Listen with concentration and understanding to a range of high quality live and recorded music.   Experiment with, create, select and combine sounds using the inter-related dimensions of music. | |
| Singing songs with control and using the voice expressively. | **Year 1 and 2**   Find their singing voice and use their voices confidently.   Sing a melody accurately at their own pitch.   Sing with a sense of awareness of pulse and control of rhythm.   Recognise phrase lengths and know when to breathe.   Sing songs expressively.   Follow pitch movements with their hands and use high, low and middle voices.   Begin to sing with control of pitch (e.g. following the shape of the melody).   Sing with an awareness of other performers. | |
| Listening, Memory and Movement. | **Year 1 and 2**   Recall and remember short songs and sequences and patterns of sounds.   Respond physically when performing, composing and appraising music.   Identify different sound sources.   Identify well-defined musical features. | |
| Evaluating and appraising | **Year 1 and 2**   Choose sounds and instruments carefully and make improvements to their own and others’ work. | |
| Controlling pulse (beat) and rhythm | **Year 1**   Develop sense of steady beat through movement, body percussion and instruments. (Number)   Explore beat through movement, body percussion and instruments. Combine steady beat with word rhythms. Explore changes in tempo. (Machines)   Develop understanding of metre – groups of steady beat – through counting, body percussion and reading scores. (\*Pattern)   Respond to steady beat and rhythm in music. Combining rhythm patterns with steady beat. (Our Bodies) | **Year 2**  Move & play to a steady beat/sound sequences. Control changing tempo. (Toys)   Develop a sense of steady beat through using their own bodies. Respond to music - play rhythm patterns on body percussion and instruments. (Our Bodies)   Explore steady beat and rhythm patterns. Play beats and patterns from renaissance Italy to West Africa.(Number)   Using simple notations –play/create/combine rhythms using body percussion and instruments. (\*Pattern) |
| Exploring sounds, pitch, melody and accompaniment. |  Explore ways of using their voices expressively.(Ourselves)  Develop understanding of pitch through movement, voices and instruments. (Animals)   Use voices, movement and instruments to explore and describe weather. (Weather)   Develop further vocabulary and understanding of pitch. Exploring pitch through singing, tuned percussion and listening games. (Seasons)   Explore sounds found in their school environment. Produce and record sounds, using IT. (Our school)  Identify contrasts of fast/slow, loud/quiet -leading to performance. (\*Story time)   Use voices, movement and instruments to explore changes of pitch. Develop a performance - different vocal pitch and tuned percussion. (Water) |  Use voice to describe feelings and moods. Create and notate vocal sounds. (Ourselves)   Explore timbre and texture as they explore descriptive sounds. (Our Land)   Link movement with pitch. Develop recognition of changing pitch. Interpret pitch line notation using voices/tuned instruments. (Animals)   Introduced to famous pieces to stimulate composition. Interpret sound effects. (\*Story time)   Develop understanding of pitch through movement, songs and listening games. Become familiar with pitch shapes- perform them in a variety of musical arrangements. (Seasons)   Create descriptive sounds & word rhythms with raps and songs. Create descriptive class composition-voices and instruments. (\*Weather)   Sing and play - variety of pitch shapes, using movement and read from scores. Create class composition, which describes the sounds. (\*\*Water) |
| Composition |  |  Introduced to famous pieces to stimulate composition. (\*Story Time)   Create descriptive class composition-voices and instruments. (\*Weather)   Create a class composition - describes sounds. (\*\*Water) |
| Reading and writing notation |  Develop understanding of metre – groups of steady beat – through counting, body percussion and reading scores. (\*Pattern) |  Using simple notations –play/create/combine rhythms using body percussion and instruments. (\*Pattern)   Read from scores. (\*\*Water) |
| Performance skills |  Develop performance skills. Learn songs about travel and transport from around the world. (Travel)  Identify contrasts of fast/slow, loud/quiet -leading to performance. (\*Story time) |  Learn a Tanzanian song - accompany a travelling song using voices and instruments. Listen -orchestral piece and improvise their own music. (Travel) |

 Indicates main focus of unit.