

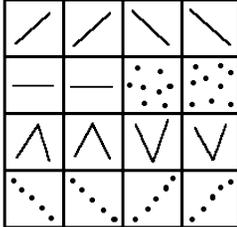


**Sacred Heart
Progression of Skills Music document**

<p>National Curriculum requirements KS1</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 interrelated dimensions of music 					
<p>National Curriculum requirements KS2</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 interrelated 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 					
<p>Skills</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Listening & Appraising music using vocabulary</p>	<p>Concentrate when listening to a piece of music</p> <p>Identify the pulse</p> <p>Say what you like/dislike about a piece of music</p>	<p>Listen and understand different elements of music</p> <p>Describe music using musical vocabulary</p> <p>Key vocab:</p> <ul style="list-style-type: none"> • Projection • Pitch 	<p>Listen with direction Eg: what are the dynamics like? Is the tempo fast, slow or in the middle?</p> <p>Key vocab:</p> <ul style="list-style-type: none"> • Projection • Pitch • Pulse 	<p>Identify instruments and the sound that they make (timbre)</p> <p>Develop understanding of history/context of music</p> <p>Recognise a range of</p>	<p>Understand how pulse, rhythm and pitch work together</p> <p>Develop understanding of history/context of music</p> <p>Further develop</p>	<p>Discuss and recognize the different dimensions of music</p> <p>Appreciate and understand different types of music heard from:</p> <ul style="list-style-type: none"> • Different traditions • Famous composers • Musicians

	<p>Key vocab:</p> <ul style="list-style-type: none"> • Pulse • Pitch • Dynamics • Tempo 	<ul style="list-style-type: none"> • Pulse • Dynamics • Tempo • Timbre • Texture • Structure • Melody 	<ul style="list-style-type: none"> • Dynamics • Tempo • Timbre • Texture • Structure • Melody • Improvisation 	<p>musical styles and identify their style indicators</p> <p>Key vocab:</p> <ul style="list-style-type: none"> • Projection • Pitch • Pulse • Dynamics • Tempo • Timbre • Texture • Structure • Melody • Improvisation • Genres of music • Traditions • Style indicators 	<p>confidence in identifying a range of musical styles and identify their style indicators</p> <p>Key vocab:</p> <ul style="list-style-type: none"> • Projection • Pitch • Pulse • Dynamics • Tempo • Timbre • Texture • Structure • Melody • Improvisation • Genres of music • Traditions • Style indicators • Fluency • Precision • Interrelated dimensions of music 	<p>Key vocab:</p> <ul style="list-style-type: none"> • Projection • Pitch • Pulse • Dynamics • Tempo • Timbre • Texture • Structure • Melody • Improvisation • Genres of music • Traditions • Style indicators • Precision • Fluency • Precision • Interrelated dimensions of music • Accuracy • Expression
Singing	<p>Understand the importance of warming up our voices/projection without shouting</p> <p>Sing a very simple melody in unison</p>	<p>Sing a song in 2 parts, e.g: in a round</p>	<p>Sing a song with multiple parts</p> <p>Sing in smaller groups, holding a part</p>	<p>Sing in ensemble with:</p> <ul style="list-style-type: none"> • Precision • Expression • Articulation <p>Develop confidence to perform solo</p>	<p>Sing in ensemble with:</p> <ul style="list-style-type: none"> • Precision • Expression • Articulation • Control of breath <p>Develop confidence</p>	<p>Incorporate all techniques needed to sing well:</p> <ul style="list-style-type: none"> • Warming up • Projection • Precision • Expression • Articulation • Control of breath

					to perform solo	
Instruments	Name different instruments in isolation Experiment with different types of instruments	Identify instruments within a piece of music Play tuned/untuned instruments to an accompaniment	Know different musical families, eg: strings, woodwind, percussion Use tuned/untuned instruments to play in ensemble contexts	Copy increasingly challenging rhythms using untuned instruments Use tuned/untuned instruments in ensemble/solo contexts	Use untuned instruments to compose complex rhythms Demonstrate control with instruments, eg: dynamics, expression	Play tuned instruments using formal notation
Improvisation and Composition	Experiment with different types of instruments	Improvise a simple rhythm using an instrument/voice Use tuned/untuned percussion to improvise/compose	Understand how to compose and what it means – creating music within rules and boundaries Understand that we can write down musical notes/ideas for compositions	Understand how to compose and what it means – creating music within rules and boundaries Write down musical notes/ ideas for compositions	Recreate music of similar styles to what that they appraise Compose complex rhythms from aural memory similar to styles they have appraised Improvise using voice, rhythm and varied pitch	Accurately recreate similar styles of music to what they have appraised Create and record own composition using formal notation Improvise and compose for a range of contexts
Notation	Use body percussion to demonstrate understanding of length of notes Use shapes/pictorial representations to demonstrate an understanding of	Use shapes/pictorial representations to demonstrate an understanding of lengths of different notes, eg: rectangle is long, square is short. Use note names when composing on Charanga	Understand and read: Crochets 	Understand and read: Crochets Rests Quavers 	Understand and read: Crochets Rests Quavers	Apply understanding of formal notation to record compositions on a five bar stave

	<p>lengths of different notes e.g.</p>  <p>Use note names when composing on Charanga</p>		<p>rests</p> 	<p>Minims</p> 	<p>Dotted crochets</p>  <p>Semibreves</p>  <p>Understand their position on the staff</p> 	
<p>Performing</p>	<p>Perform with a clearly identifiable pulse</p> <p>Repeat simple rhythms</p> <p>Follow a conductor or bands lead to signal beginning and end.</p>	<p>Rehearse and perform simple repeated rhythms</p> <p>Follow a conductor to the beat of the music</p>	<p>Perform in ensemble/2 parts</p> <p>Follow a conductor's cues to show a change in dynamics</p>	<p>Experiment with performing their own composition to an audience</p> <p>Follow a conductor to show a change in tempo</p>	<p>Rehearse and perform their own composition with increasing accuracy</p> <p>Follow a conductor's cues for the interrelated dimensions of music</p>	<p>Perform in ensemble/solo with:</p> <ul style="list-style-type: none"> • Increasing accuracy • Precision • Fluency <p>Follow a conductor's cues for the interrelated dimensions of music and begin to respond to cues for expression</p>

Notes:

- Key words from previous years should continue to be used so children can embed them into their vocabulary
- Following a conductor's signals – there are no set signals, teachers have discretion to create their own signals when directing children
- Developing understanding of history and context of music – applies to all year groups, when studying Charanga background to the music/songs you are studying should be taking place during the listening & appraising section of the lesson
- Warm up activities should take place in every lesson

Instrument teaching:

- Recorders will be taught from Years 2-4
- Ukulele's will be taught in Year 5-6
- Instruments will be taught on a half term on and off basis, leading towards one performance exit point, the focus during these lessons will be instruments, performance, notation and eventually composition
- During half terms when instruments are not being taught listening and appraising, singing and improvisation and composition will be focused on as well as the history and context of music.