

White Hall Academy Progression of Skills document 2019-2020

MUSIC Curriculum

<p style="text-align: center;"><b><u>KS1</u></b></p> <p>Pupils should be taught to 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. Children should be taught to experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p><b><u>Perform</u></b> Children should sing songs in groups – nursery rhymes and chants. These also include folk songs. Children should be taught to accurately play simple melodies on tuned instruments and simple rhythms on percussions.</p> <p><b><u>Create</u></b> Children should be taught to experiment with sounds and their instruments while thinking about the <i>interrelated dimensions of music*</i></p> <p><b><u>Listen</u></b> Children should listen to a range of different pieces of music with a focus. This could be focusing on describing the interrelated dimension of music that your class are learning about.</p>
<p style="text-align: center;"><b><u>KS2</u></b></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><b><u>Perform</u></b> Pupils should play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They should use and understand staff and other musical notations</p> <p><b><u>Create</u></b> Pupils should improvise and compose music for a range of purposes using the inter-related dimensions of music. Children can use ideas to organise into musical structures (such as AB or ABA/part one and part 2).</p> <p><b><u>Listen</u></b> Pupils should listen with attention to detail and recall sounds with increasing aural memory. They should appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.</p>

### \*Interrelated Dimensions of Music

PULSE: The child needs to be able to feel and express the PULSE in a piece of music as a foundation to their musical understanding. PULSE is like a regular heartbeat running steadily through the music.

PITCH: The next is PITCH which is the melody and the way the notes change from low to high and vice versa.

DURATION/RHYTHM: If you were singing a song, the rhythm would follow the pattern of the words. If you sing a song and clap the words, your clapping would be different to the PULSE. This analogy can be taken as a starting point and later applied to music with no words.

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or tinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (how many *different* instruments can you hear? Do they make a difference to the sound?)

STRUCTURE: The way the music is laid out –e.g. 4 notes in a bar, 4 bars in a phrase etc (a bit like how words, sentences and paragraphs are put together in writing)

APPROPRIATE MUSICAL NOTATIONS: Anything that you can use to read music from, whether they be made up symbols to be read in a particular order, stick notation, solfa symbols or traditional stave notation.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	Performing	Performing	Performing	Performing	Performing	Performing
A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2
<p><b>Singing</b> Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically.</p> <p>I can use my voice to demonstrate character of the song e.g. sad/happy, slow/fast, smooth/bouncy.</p> <p>I can sing a rhyme with the rest of the class.</p> <p>I can stay in time when singing a chant.</p>	<p><b>Performing</b> Recorders Develop control and accuracy on tuned and untuned percussion and can copy simple rhythm patterns.</p> <p>I can play a simple tune by myself.</p> <p>I can play a simple tune with my class.</p> <p>I can copy a rhythm from my teacher.</p> <p>I can use my voice to make different sounds.</p> <p>I can echo a simple melodic vocal pattern.</p>	<p><b>Performing</b> Recorders Performs simple patterns and accompaniments on tuned and untuned instruments keeping to a steady beat. Respond to graphic notation for pitch, duration and rhythm</p> <p>I can read and play a simple tune from my notation (could be a picture to say when to get louder or a curvy line to show that they need to play smoothly in that part).</p> <p>I can play a drum and stay on the beat.</p>	<p><b>Performing</b> Pitched and non-pitched (example charanga ukuleles and drums): Use appropriate vocabulary for Dimensions Respond to graphic notation for duration and rhythm.</p> <p>I can play my part on the drums and use (they use examples that the teacher has focused on in the lesson) e.g:</p> <p>I can change the dynamics of the music by playing louder and softer.</p> <p>I can read and play from my notation with a group and stay in beat (children to respond to notation written in a group setting after listening to it by an adult).</p> <p>I can perform with a sense of ensemble.</p>	<p><b>Performing</b> Pitched and non-pitched (example charanga ukuleles and drums): Use appropriate vocabulary for Dimensions Respond to graphic notation for duration and rhythm.</p> <p>I can play my part on the drums and use (give clear examples of the dimensions of music) e.g:</p> <p>I can change the timbre of my drum by striking it in a different place.</p> <p>I can read and play from my notation with a group and stay in beat (children to respond to notation written in a group setting with less support).</p> <p>I can maintain an individual part in a group ensemble performance.</p>	<p><b>Performing</b> (Suggested instrument: ukuleles used with charanga) Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics They improvise and compose melodic and rhythmic phrases through rehearsals They suggest improvements to their own and others' work They understand and start to use the staff and other musical notations.</p> <p>I can recognise and use all of the interrelated dimensions of music.</p> <p>I can play my instrument using chords to stay in time with the rest of my group.</p> <p>I can recognise changes in music and describe them using</p>	<p><b>Performing</b> (Suggested instrument: ukuleles used with charanga) Play pieces with parts with accurate control of pitch, duration, tempo and dynamics They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures They understand and use the staff and other musical notations.</p> <p>I can use tuned percussion / melodic instruments / my voice with increasing accuracy, fluency control and expression.</p> <p>I can maintain an independent melodic part keeping in time with the group.</p> <p>I can alter how I use my voice /an</p>

			<p>I can maintain an independent musical line within a two part song.</p> <p>I can play an instrumental part as an accompaniment to a song.</p> <p>I can keep a regular pulse when playing rhythms that include rests</p> <p>I can listen carefully to clap rhythms that include rests.</p> <p>I can perform in an ensemble with increasing accuracy and aural memory.</p>	<p>I can maintain a rhythmic line whilst performing within an ensemble.</p> <p>I can show good ensemble skills including listening, eye contact, sharing ideas and being able to start and stop as a group.</p>	<p>the dimensions of music.</p> <p>I can begin to follow the notation that uses crotchets, quavers and minims.</p>	<p>instrument to improve a performance.</p> <p>I can perform an ostinato and use rhythm to create an effect.</p> <p>I can recognise Italian terms that link to tempo and use these directions to perform at different speeds.</p> <p>I can play my instrument using a melody and using chords.</p> <p>I can use a wide range of the dimensions of music, while I am playing.</p> <p>I can use the ukulele to improvise my own tune that fits with my group.</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>	<b>Singing</b>	<b>Singing</b>	<b>Singing</b>	<b>Singing</b>	<b>Singing</b>	<b>Singing</b>
A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2			
<u>Singing</u> Children can use their voices expressively and creatively by	<u>Singing</u> Children can use their voices expressively and creatively by	<u>Singing</u> Children can use their voices expressively and creatively by	<u>Performing (singing)</u> Children can play and perform in solo and instrumental	<u>Performing (singing)</u> Children can play and perform in solo and instrumental	<u>Singing</u> Children should play pieces with simple parts with developing	<u>Singing</u> Children should play pieces with simple parts with developing

<p>singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically.</p> <p>I can use my voice to demonstrate character of the song e.g. sad/happy, slow/fast, smooth/bouncy.</p> <p>I can sing simple musical patterns.</p> <p>I can use my voice to repeat rhythmic rhythms and chants.</p>	<p>singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically.</p> <p>I can use my voice to make different sounds.</p> <p>I can echo a simple melodic vocal pattern.</p> <p>I can sing songs with others, remembering the tune and keeping in time .</p> <p>I can recognise and sing a rising melody.</p> <p>I can follow instructions about when and how to play/vocalise sounds.</p> <p>I can explore high and low sounds using my voice and instruments.</p>	<p>singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically.</p> <p>I can sing in a part that moves in leaps and steps.</p> <p>I can sing a song that can divide into parts.</p> <p>I can create simple motifs for a piece of music using sampled sound in a given structure.</p> <p>I can read simple musical notation with increasing accuracy including by Year 2 semiquavers and rests.</p> <p>I can sing with expression and energy to create a sense of performance.</p> <p>I can rehearse in a group</p> <p>I can explore different vocal sounds.</p>	<p>contexts, using their voices with increasing accuracy, fluency control and expression.</p> <p>I can maintain accurate intonation and sing with expression</p> <p>I can sing simple songs in tune as part of a group or on my own.</p> <p>I can sing a simple song in tune and with expression as part of a group or on my own.</p>	<p>contexts, using their voices with increasing accuracy, fluency control and expression.</p> <p>I can internalise and correctly pitch intervals of a step using a scale.</p> <p>I can sing from a simple four part staff score.4.</p> <p>I can perform with contrasting dynamics.</p> <p>I can maintain a rhythmic line within a more complex ensemble performance.</p>	<p>control of pitch, duration, tempo and dynamics They improvise and compose melodic and rhythmic phrases through rehearsals</p> <p>I can keep in time in an ensemble performance.</p> <p>I can control breathing and create a sense of a musical line.</p> <p>I can maintain an individual singing line as part of a canon.</p> <p>I can recognise and use all of the interrelated dimensions of music.</p>	<p>control of pitch, duration, tempo and dynamics They improvise and compose melodic and rhythmic phrases through rehearsals</p> <p>I can alter how I use my voice /an instrument to improve a performance.</p> <p>I can perform an ostinato and use rhythm to create an effect.</p> <p>I can recognise Italian terms that link to tempo and use these directions to perform at different speeds.</p> <p>I can use my voice with increasing accuracy, fluency control and expression.</p>
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		I can sing songs with others remembering the tune and keeping in time				
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating	Creating	Creating	Creating	Creating	Creating	Creating
A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2
<p><b>Experimenting</b> Children can experiment with, create, select and combine sounds.</p> <p>I can create, select and combine sounds within a given structure.</p> <p>I can make up simple musical patterns.</p> <p>I can experiment with different instruments to play rhythms.</p> <p>I can use my voice to demonstrate character of the song e.g. sad/happy, slow/fast, smooth/bouncy.</p>	<p><b>Creating</b> Children can experiment with, create, select and combine sounds.</p> <p>I can join in a class performance.</p> <p>I can choose different instruments to create different timbres.</p> <p>I can select and combine sounds as part of a group from different starting ideas.</p> <p>I can use simple graphic to illustrate pitch.</p> <p>I can make a song longer by creating another verse.</p>	<p><b>Creating</b> Children can experiment with, create, select and combine sounds.</p> <p>I can make up short musical patterns to reflect a journey.</p> <p>I can compose a four beat rhythm and use a range of instruments to perform it</p> <p>I can suggest improvements to group compositions, using the appropriate vocabulary.</p> <p>I can create simple motifs for a piece of music using sampled sound in a given structure.</p> <p>I can maintain a</p>	<p><b>Creating</b> Children can improvise and compose music for a range of purposes.</p> <p>I can make up short musical patterns to reflect a journey.</p> <p>I can compose music as part of a group from different starting ideas.</p> <p>I can create call and response phrases.</p> <p>I can suggest appropriate sounds and instruments in order to achieve an effect or portray an idea or physical thing or suggest a purpose.</p> <p>I can compose, notate and perform a minimalist</p>	<p><b>Creating</b> Children can improvise and compose music for a range of purposes.</p> <p>I can suggest improvements to group compositions, using the appropriate vocabulary, and comment on whether the result has the intended effect.</p> <p>I can suggest appropriate sounds and instruments to represent a location through sound.</p> <p>I can use five given pitches to compose a melodic phrase</p> <p>I can compose and perform a rhythm in an ensemble with increasing accuracy.</p>	<p><b>Creating</b> Children can improvise and compose music for a range of purposes.</p> <p>I can explore how music is created, produced and communicated through the inter-related dimensions of music and appropriate musical notation.</p> <p>I can compose music as part of a group from different starting ideas.</p> <p>I can combine rhythms in different ways.</p> <p>I can recognise and use all of the</p>	<p><b>Creating</b> Children can improvise and compose music for a range of purposes</p> <p>I can use pitch, tempo and dynamics to create a piece of music that describes the movement of an aircraft.</p> <p>I can evaluate a composition in terms of my ability to organise and manipulate ideas within a musical structure.</p> <p>I can compose a rhythmic ostinato.</p> <p>I can structure a composition in ternary form.</p>

		<p>rhythmic ostinato selecting different instruments to perform it.</p>	<p>composition.</p> <p>I can create symbols and a graphic score to represent the key features of a composition.</p> <p>I can suggest appropriate sounds and instruments to create a score.</p>	<p>I can create and interpret simple graphic scores and recognise that music can be written as staff notation.</p> <p>I can create symbols to represent sounds.</p>	<p>interrelated dimensions of music.</p> <p>I can use my voice/body to create descriptive music.</p> <p>I can compose/notate a rhythm to illustrate an aspect of a train journey.</p> <p>I can read and perform an extended rhythm composition.</p>	<p>I can add appropriate sound effects to create a certain mood.</p> <p>I can alter how I use my voice /an instrument to improve a performance.</p> <p>I can recognise Italian terms that link to tempo and use these directions to perform at different speeds.</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Listening	Listening	Listening	Listening	Listening	Listening
A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2	A1   A2   S1   S2   S1   S2
<p><u>Listening</u> Children can listen with concentration to a range of high quality live and recorded music.</p> <p>I can describe what I hear in music.</p> <p>I can recognise a repeated theme.</p> <p>I can listen carefully to a piece of music and move around the</p>	<p><u>Listening</u> Children can listen with concentration to a range of high quality live and recorded music.</p> <p>I can describe some features of Native American Indian music.</p> <p>I can describe music using appropriate words related to the inter-related dimensions of music.</p>	<p><u>Listening</u> Children can listen with concentration to a range of high quality live and recorded music.</p> <p>I can identify some aspects of African music.</p> <p>I can identify instrumental timbres (sounds) of African music.</p> <p>I can compare two</p>	<p><u>Listening</u> Children can listen a range of high quality live and recorded music from different traditions and great composers and musicians. They listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can listen to a piece of music and</p>	<p><u>Listening</u> Children can listen a range of high quality live and recorded music from different traditions and great composers and musicians. They listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can listen to a piece of music and use appropriate</p>	<p><u>Listening</u> Children can listen a range of high quality live and recorded music from different traditions and great composers and musicians. They listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can identify, describe and control a range of dynamics.</p>	<p><u>Listening</u> Children can listen a range of high quality live and recorded music from different traditions and great composers and musicians. They listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can evaluate group compositions using appropriate musical</p>

<p>room in time to it.</p> <p>I can respond to music through dance and movement and art work.</p> <p>I can listen to music and identify the strong beat.</p>	<p>I can identify some instruments by listening to a piece of music and say how and why they have been used to create an effect or mood.</p> <p>I can listen to a piece of music and internalise (feel) the pulse.</p> <p>I can compare two pieces of music and identify differences and similarities.</p> <p>I can begin to name and recognise key orchestral instruments</p> <p>I can recognise a repeated theme.</p> <p>I can describe music using appropriate words related to the inter-related dimensions of music.</p>	<p>pieces of music and identify differences and similarities.</p> <p>I can begin to name and recognise key orchestral instruments.</p> <p>I can understand that the inter-related dimensions of music can be used to create different musical moods</p> <p>I can begin to notice how music from contrasting historical eras sounds different.</p> <p>I can identify some instruments by listening to a piece of music and say how and why they have been used to create an effect or mood.</p> <p>I can read simple musical notation with increasing accuracy including by Year 2 semiquavers and rests.</p> <p>I can identify the dynamics pp, p, f</p>	<p>recognise how different parts can fit together to form an overall effect.</p> <p>I can listen to a piece of music and recognise how different parts can fit together to form an overall effect.</p> <p>I can identify different timbre of 'Stomp' inspired instruments</p> <p>Through listening to musical examples I can understand that a rest is a beat of silence.</p> <p>I can compare instruments used in different musical eras and identify differences and similarities.</p> <p>I can listen for examples of influences from art, history and other sources in a composition.</p> <p>I can listen and identify the structure</p>	<p>vocabulary (forte, piano, legato, staccato, notation, dynamics, pitch, timbre) to describe a performance.</p> <p>I can listen to music from a different musical tradition and identify different Indian instruments by listening to a piece of music.</p> <p>I can hear that larger instruments have a lower pitch.</p> <p>I can listen to music from the Renaissance, Baroque, Classical, Romantic, Nationalistic, Twentieth Century and present day and begin to recognise determining features.</p> <p>I can compare and contrast different timbre by listening to orchestral music.</p> <p>I can listen to a piece of music and understand how a composer uses</p>	<p>I can listen to, discuss and explain some features of a range of music.</p> <p>I can recognise and identify Samba instruments.</p> <p>I can recognise and use all of the interrelated dimensions of music.</p> <p>I can identify key features of Samba music and recognise how a Samba piece is structured.</p> <p>I can listen with increasing attention to detail and recall sounds with growing aural memory.</p> <p>I can identify features of a madrigal in a Renaissance song.</p> <p>I can identify instrumental family groups.</p>	<p>vocabulary.</p> <p>I can identify unison and harmony singing</p> <p>I can identify intervals of a third and fourth and minor 6<sup>th</sup> and recognise how these interval colours the music</p> <p>I can listen to music from the Renaissance, Baroque, Classical, Romantic, Nationalistic, Twentieth Century and present day and explain basic key changes in style, instrumentation and structure for example how Baroque music uses decoration and ornamentation, how Romantic music often uses a big orchestra, wide range of dynamics, big mood changes and is often based on stories. How Nationalistic music sometime uses folk music as an inspiration.</p>
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			<p>of a call and response song using ABC to denote sections.</p> <p>I can recognise and a song in minor key.</p>	<p>timbre to create a specific effect.</p>		
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Reception						Year 1						Year 2						Year 3						Year 4						Year 5						Year 6					
Notating						Notating						Notating						Notating						Notating						Notating											
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
<p>*Reception and KS1 do not have to notate music but it might be an idea to do a picture/piece of art work based on music playing in the background – if happy, how do they show that? Making connections between representing music on paper.</p>						<p>Children can use and understand staff and other musical notations. (Non-Statutory at Reception and KS1)</p>						<p>I can read simple musical notation with increasing accuracy including by Year 2 semiquavers and rests.</p>						<p><u>Notation</u> Children can use and understand staff and other musical notations.</p> <p>I can read a score to help me follow a performance I can perform by reading and interpreting a graphic score as part of a group performance.</p> <p>I can perform other group’s compositions by reading their notation grids.</p> <p>I can notate my compositions using crotchets/quarter note and crotchet/quarter note rests.</p>						<p><u>Notation</u> Children can use and understand staff and other musical notations.</p> <p>I can demonstrate my developing understanding of notation by creating rhythms that I can clap I can use the lego pieces/rhythm wall to make discoveries about note values such as “two crotchets equal a minim / two quarter notes equal a half note” I can compose, read and tap notated rhythms inspired by music from another culture.</p>						<p><u>Notation</u> Children can use and understand staff and other musical notations.</p> <p>I can use and understand notation including semiquavers, rests, more complex semiquaver patterns I can use symbols to notate a piece of music on a score which is designed to reflect changes in pitch.</p> <p>I can recognise some rhythms aurally and from staff notation</p>						<p><u>Notation</u> Children can use and understand staff and other musical notations.</p> <p>I can use symbols to notate a piece of music on a score which is designed to reflect changes in pitch, tempo and dynamics. I can recognise how an octave is written 8 notes apart on a staff and both notes are called the same. I can read musical notation including semiquavers, rests, more complex semiquaver patterns I can follow the notation using</p>					

						crotchets, quavers and minims.
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