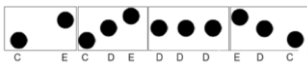

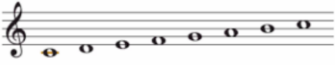


SJA Progression of Skills – Music



	Y1/2	Y3	Y4	Y5	Y6
Play and Perform	<ul style="list-style-type: none"> *Sing songs in ensemble following the tune (melody) well. *Use voice to good effect understanding the importance of warming up first. *Perform in ensemble with instructions from the leader. *Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). *Carefully choose instruments to combine layers of sound, showing awareness of the combined effect *Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases 	<ul style="list-style-type: none"> *Sing songs from memory with accurate pitch and in tune. *Show control in voice and pronounce the words in a song clearly (diction). *Maintain a simple part within an ensemble. *Play notes on instruments clearly and including steps/ leaps in pitch. *Improvise (including call and response) within a group using 1 or 2 notes. *Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments *Sing songs confidently both solo and in groups 	<ul style="list-style-type: none"> *Sing in tune, breathe well, pronounce words, change pitch and dynamics. *Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). *Perform with control and awareness of what others are singing/ playing. *Improvise within a group using more than 2 notes. *Perform significant parts from memory and from notation, either on a musical instrument or vocally Maintain a simple part within an ensemble 	<ul style="list-style-type: none"> Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Improvise on own with increasing aural memory. Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony) 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Take the lead in a performances and provide suggestions to others Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances Improvise using 5 notes of the pentatonic scale
Improvise and Compose	<ul style="list-style-type: none"> *Compose and perform melodies using two or three notes. *Use sound to create abstract effects (including using ICT). *Create/ improvise repeated patterns (ostinati) with a range of instruments. *Effectively choose, order, combine and control sounds (texture/ structure). 	<ul style="list-style-type: none"> *Compose and perform melodies using three or four notes. *Make creative use of the way sounds can be changed, organised and controlled (including ICT). *Create accompaniments for tunes using drones or melodic ostinato (riffs). *Create (dotted) rhythmic patterns with awareness of timbre and duration. *Create and repeat extended rhythmic patterns, vocally or by clapping 	<ul style="list-style-type: none"> *Compose and perform melodies using four or five notes. *Use a variety of different musical devices including melody, rhythms and chords. *Record own compositions. *Create own songs (raps-structure). *Identify where to place emphasis and accents in a song to create effects (duration). *Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments 	<ul style="list-style-type: none"> *Compose and perform melodies using five or more notes. *Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. *Create music reflecting given intentions and record using standard notation. *Use ICT to organise musical ideas (where appropriate). *(Combine all musical dimensions). *Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals) 	<ul style="list-style-type: none"> *Make a sequence of long and short sounds with help (duration). *Clap longer rhythms with help. *Make different sounds (high and low- pitch; loud and quiet - dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc. - timbre). *Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals) *Improvise using 5 or more notes to compose and perform melodies.

SJA Progression of Skills – Music

<p>Appreciation</p>	<ul style="list-style-type: none"> *Identify the pulse in music. *Recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), *dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). *Start to recognise different instruments. *Explain what they like about a piece of music and why 	<ul style="list-style-type: none"> *Internalise the pulse in music. *Know the difference between pulse and rhythm. *Start to use musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure. *Use these words to identify where music works well/ needs improving. 	<ul style="list-style-type: none"> *Know how pulse stays the same but rhythm changes in a piece of music. *Listen to several layers of sound (texture) and talk about the effect on mood and feelings. *Use more musical Dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. *Identify orchestral family timbres. *Identify cyclic patterns. 	<ul style="list-style-type: none"> *Know how pulse, rhythm and pitch fit together: *Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). *Use these words to identify strengths and weaknesses in own and others' music. 	<ul style="list-style-type: none"> *Know how the other dimensions of music are sprinkled through songs and pieces of music. *Use musical vocabulary confidently to describe music. *Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. *Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. *Refine and improve own/ others' work.
<p>Key area of focus</p>	<p>Ocarina Dot notation to show higher and lower pitch</p>  <p>Notation to show duration (quaver, crotchet, minim, semibreve)</p> 	<p>Ocarina Musical notation (treble clef)</p>  <p>C D E F G A B C 1 2 3 4 5 6 7 8/1 Doh Ray Me Fah Soh Lah Te Doh</p>	<p>Descant recorder</p>	<p>Mixed tuned instruments including (but not limited to) ocarina, descant and tenor recorder, glöckenspiel, keyboard, handbells</p>	
<p>Music History</p>	<p>Every week, there is a focus on different musical genres including (but not limited to) Ska, Funk, Rock n Roll, Disco, Blue, Baroque, Romantic, 90s Indies, Jazz, Boyband, Calypso, Bhangra, Samba, 80s Synth / pop</p>				