

## Greenvale Music Skills and Knowledge Progression

Area of Music curriculum	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Songs we know</p> <p>Circle songs</p> <p>Exploring different ways of using the voice</p> <p>Learn and perform Nativity songs and songs for performance at different events</p>	<p>Learn a wider range of songs e.g. Christmas, assembly and topic related songs.</p> <p>Exploring different ways of using the voice</p>	<p>Learn a wider range of songs eg Christmas, assembly and topic related songs.</p> <p>Sing with increasing confidence in several different contexts.</p> <p>Control the voice for effect dynamic contrasts and breathing to show phrases.</p> <p>Exploring different ways of using the voice</p>	<p>Sing tunefully and with expression</p> <p>Sing with awareness of the audience</p> <p>Maintain their own part in rounds and part singing.</p> <p>Sing a wide range of songs including 2 parts, from different cultures and times in history</p>	<p>Sing tunefully and with expression</p> <p>Sing with awareness of the audience</p> <p>Maintain their own part in rounds and part singing.</p> <p>Sing a wide range of songs including 2 and 3 parts, from different cultures and times in history</p> <p>Exploring different ways of using the voice e.g. vocal sound effects, rapping, beatboxing</p>	<p>Evaluate and improve their own performance</p> <p>Sing a wide range of songs including 2 and 3 parts, from different cultures and times in history</p> <p>Have a repertoire of songs that they can sing to performance level.</p>	<p>Evaluate and improve their own performance</p> <p>Sing with good tone across the dynamic range</p> <p>Sing a wide range of songs including 2 and 3 parts, from different cultures and times in history ie WWII</p> <p>Have a repertoire of songs that they can sing to performance level ie 'Leavers Musical'.</p> <p>Sing in 2/3/4 parts.</p>
Musical elements teaching	<p>Use body percussion and different ways of moving to show a steady beat ie clapping.</p> <p>Respond to sound by moving as suggested by the sound, exploring pitch and tempo.</p>	<p>Use body percussion and different ways of moving to show a steady beat ie clapping, beating a drum, or using shakers.</p> <p>Use instruments to keep a steady beat and accompany singing.</p>	<p>Use body percussion and different ways of moving to show a steady beat ie clapping, beating a drum, or using shakers.</p> <p>Use instruments to keep a steady beat and accompany singing.</p>	<p>Learn increasingly more complex rhythm patterns</p> <p>Be able to keep a steady beat when performing rhythmic ostinato from standard notation</p>	<p>Be able to keep a steady beat when performing rhythmic ostinati</p> <p>Learn increasingly more complex rhythm patterns such as syncopated rhythms in samba</p>	<p>Learn increasingly more complex rhythm patterns</p> <p>Be able to maintain their own part in polyrhythms</p> <p>Be able to follow and perform simple melodies written in pitch notation</p>	<p>To learn how to sight read simple short phrases from standard notation.</p> <p>Learn increasingly more complex rhythm patterns, e.g. African drumming patterns</p>



	<p>Use placement of arms and hands to denote higher and lower pitch and clapping to clap a faster tempo.</p> <p>Use untuned percussion instruments (tap, shake and scrape)</p>	<p>Imitate short rhythms</p> <p>Learn what the term Dynamics means = Loud and soft and use it in their talking about music and performing.</p> <p>Learn what Tempo means= Fast/Slow and use the term in their talking about music and performing.</p> <p>Duration = long/short notes</p>	<p>Imitate short rhythms</p> <p>Take part in rhythmic passing games</p> <p>Explore Pitch.</p> <p>Explore texture and timbre – combinations of sound</p> <p>Portray their own ideas, thoughts and feelings through music.</p>	<p>Be able to maintain their own part in polyrhythms</p> <p>Explore simple time signatures</p> <p>Learn what the notes in the C major scale are and where on the Stave they fit. Learn that it is constructed like a Staircase and what happens to notes as they go up.</p> <p>Introduce intervals – playing in 3rds</p> <p>Develop Dynamics, Tempo, Pitch and Duration in their playing of instruments.</p>	<p>Be able to maintain their own part in polyrhythms</p> <p>Learn about, compose and notate other scales such as Indian ragas</p>	<p>Develop Dynamics, Tempo, Pitch and Duration and articulation in their playing of instruments.</p>	<p>Be able to maintain their own part in polyrhythms</p> <p>Explore texture and timbre – combinations of sound</p> <p>Develop Dynamics, Tempo, Pitch and Duration and articulation in their playing of instruments.</p>
Composing	<p>Explore and experiment with the sounds (Timbre) of different instruments</p>	<p>Create pieces of music in response to given stimulus such as birdsongs, winter or minibeasts</p> <p>Represent their own ideas, thoughts and feelings through music.</p> <p>Follow and compose graphic scores</p>	<p>Improvise short phrases on tuned and untuned percussion instruments.</p> <p>Create pieces of music in response to given stimulus such as skeletons, Indonesian gamelan, the sea</p>	<p>Work in groups to compose short pieces of music based on story, setting or mood or inspired by another piece of music – e.g. rainforest, Chinese and Ancient Egyptian music</p> <p>Work with the pentatonic scale to</p>	<p>Structure their music in sections in eg ABA form to create longer, more musical pieces.</p> <p>Work in groups to compose short pieces of music based on a stimulus such as video games, special</p>	<p>Use their understanding of the Musical Elements: Tempo, Pitch, Rhythm, Timbre, Texture, Structure and dynamics to compose a range of music for a purpose. E.g. music for a rocket launch, Viking music, leitmotif</p>	<p>Use their understanding of the Musical Elements: Tempo, Pitch, Rhythm, Timbre, Texture, Structure and dynamics to compose a range of music for a purpose e.g. environment raps and film music</p>

		<p>Follow and perform rhythm notation using semibreve, minim, crotchet, quavers</p> <p>Create short melodic patterns</p>		<p>compose short pieces using a range of tuned and untuned instruments ie recorder, chime bars and bells, glockenspiel. – Chinese dragon dance</p> <p>Compose short pieces on the above instruments.</p>	<p>occasions, Indian music or water</p> <p>To compose using a short melodic motif e.g. Beethoven's 5<sup>th</sup> Symphony</p>	<p>Structure music in Rondo form</p> <p>Use graphic notation and standard notation to record their work.</p> <p>Reflect on and improve their work.</p> <p>Compose using online computer sequencer</p>	<p>Use graphic notation and standard notation to record their work.</p> <p>Reflect on and improve their work.</p> <p>Compose using online computer sequencer</p>
Performance	<p>Use untuned instruments to perform short patterns in sound</p> <p>Work as part of a group or class, taking turns and sharing fairly</p> <p>Express and communicate their ideas, thoughts and feelings by using a variety of songs and instruments</p>	<p>Use untuned and tuned instruments to explore sound patterns and learn about beat and rhythm</p> <p>Use ukuleles to accompany singing in rounds using C chord</p>	<p>Learn to play simple 3-5 note tunes on the tuned percussion instruments.</p> <p>Learn to play F chord on ukulele</p> <p>Play monorhythmic pieces in a smaller group as part of a class orchestra</p>	<p>Understand the importance of discipline in class ensemble work and the need for practise to ensure that the performance goes well.</p> <p>Learn to play G and G7 on ukulele for accompanying singing using up to 3 chords</p> <p>Perform small group compositions in class, evaluating and revising their compositions</p>	<p>Consider the musical elements when improving their performance</p> <p>Understand the importance of discipline in class ensemble work and the need for practise to ensure that the performance goes well.</p> <p>Learn to play Am on ukulele for accompanying singing using up to 4 chords – '4 chord trick'</p> <p>Performing as a class band</p>	<p>To 'recover' if they have made a mistake.</p> <p>Consider the musical elements when improving their performance</p> <p>Perform small group compositions in class, evaluating and revising their compositions</p> <p>Performing as a class band on tuned and untuned percussion and ukuleles, and recorders for some (recorder club members)</p>	<p>To perform more complex group compositions or music to a wider audience</p> <p>Consider the musical elements when improving their performance</p> <p>Perform small group compositions in class, evaluating and revising their compositions</p> <p>Performing as a class band on tuned and untuned percussion and ukuleles, and recorders for some</p>



					Perform small group compositions in class, evaluating and revising their compositions		(recorder club members)
Listening and Recalling	To listen with concentration to different pieces of music appropriate to Topic and sing simple songs and nursery rhymes from memory.	To listen to a wide variety of music and Recognise and identify music previously heard  Listen to and identify the families of the orchestra and some of the instruments	To listen to a wide variety of music and Recognise and identify music previously heard  Listen to and identify the families and commonly used instruments of the orchestra	To listen to a wide variety of music and Recognise and identify music previously heard  Listen to and identify the families and commonly used instruments of the orchestra  Play simple tunes by ear.  Sing songs from memory.  Trace the shape of a tune and match it to conventional notation.  Listen to identify major/minor tonalities	To listen to a wide variety of music and Recognise and identify music previously heard, e.g. music for special occasions  Play simple tunes by ear.  Sing songs from memory.  Trace the shape of a tune and match it to graphic and conventional notation	To listen to a wide variety of music and Recognise and identify music previously heard  Play simple tunes by ear.  Sing songs from memory.  Trace the shape of a tune and match it to conventional notation. Be able to place notes on a musical Stave.	To listen to a wide variety of music and Recognise and identify music previously heard  Play simple tunes by ear.  Sing songs from memory.  Trace the shape of a tune and match it to conventional notation. Compose using musical notation.
Listen and appreciate	Maintain attention, concentrate and sit quietly when appropriate	To listen to music and give their responses to it with increasing awareness of the structure of the	To listen to music and give their responses to it with an increasing vocabulary	Listen to a selection of different pieces of music and give their responses using an increasing vocabulary and	Talk about how a piece of music makes you feel.  Listen to a selection of different pieces of	Listen to a variety of composers/musicians and give their responses using an increasing vocabulary and understanding of	Make comparisons across different genres of music



	To listen with enjoyment to different pieces of music and give their responses to it.	music and developing their own taste.	To listen to music from other cultures and be able to explain the importance of music in different societies e.g. Indonesia	understanding of the musical techniques used.  To listen to music from other cultures and be able to explain the importance of music in different societies e.g. China	music and give their responses using an increasing vocabulary and understanding of the musical techniques used.  Recognise how sounds are used to achieve an intended effect.  To listen to music from other cultures and be able to explain the importance of music in different societies e.g. Latin America, India  Recognise layers of sound in recorded music.	the musical techniques used.  Recognise how sounds are used to achieve an intended effect.  To listen to music from other cultures and be able to explain the importance of music in different societies – e.g. reggae	Understand how musical styles have changed over time  Recognise how music reflects different cultural contexts  Recognise how venue and occasion influence performance and composition
History of music	To know own songs  To listen to Nursery songs.  To listen to more contemporary music.	To know own songs  To listen to Nursery songs  To learn new songs  To listen to more contemporary music and identify that instruments have changed and developed over time	To know own songs  To learn new songs  To listen to a wide variety of music from western classical tradition to popular music and start to learn where pieces fit on a musical timeline.	To listen to a wide variety of music from western classical tradition to popular music and start to learn where pieces fit on a musical timeline.  To learn about music and instruments of the Tudor and Baroque periods	To listen to a wide variety of music from western classical tradition to popular music and start to learn where pieces fit on a musical timeline.  To learn about music and instruments of the Romantic period	To listen to a wide variety of music from western classical tradition to popular music and start to learn where pieces fit on a musical timeline.  To learn about the development of popular music from the origins of spirituals, blues and jazz	To listen to a wide variety of music from western classical tradition to popular music understand where pieces fit on a musical timeline.  To learn about the development of the popular song during the 20 <sup>th</sup> century to the present day



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