

Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)

Curriculum map/skills progression grid

Date		Music Skills Progression Review date					Subject Leader	
April 2021		September 2022					N Foxall	
<p>This document aims to give guidance on the progression of skills and knowledge across the year groups. It is used to support planning the year groups long term overviews that break up content into termly blocks. As children make progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge in the four strands of music across the curriculum. In music, like in other subjects, we recognise the importance that a range of different teaching methods could be used in supporting pupils to know more, understand more and remember more. In music we use a musical programme called Charang, access to peripatetic and specialist instrumental teachers through Inspiring Music and a range of opportunities to perform to deliver a high-quality music education that engage and inspire pupils to develop a love of music and their talent as musician. To extend pupil development we also use a BBC programme entitled '10 Pieces', to promote a love of music and understanding of the history in which each composer lived and wrote their music, influenced by world events of the time. As the pupil's progress, they will develop a critical engagement with music, allowing them to compose, perform and to listen with discrimination to the best in the musical canon. All pupils will perform, listen to, review, and evaluate music across a range of historical periods, genres, styles and tradition, including the works of the great composers and musicians. They will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. They will develop an understanding and explore how music is created, produced, and communicated, including through the interrelated dimensions: pitch, duration, dynamics, temp, timbre, texture, structure, and appropriate musical notations. Their progress will be evident in pupil discussion, collaborative success, curiosity and interest in exploring, observations of children's engagement and attainment when performing, and work in books in order that learning opportunities in music are as effective as possible and that pupils make progress throughout the year and across different years.</p>								
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Elements of music	<u>Introduce</u> Pulse (beat) Rhythm Rhyme Pitch	<u>Main focus</u> Pulse Rhythm Pitch <u>Introduce</u> Dynamics Tempo Melody Project Chants Project Chants Raps Conductor	<u>Main Focus</u> Pulse Rhythm Pitch Dynamics Tempo Melody Project Chants Raps Conductor <u>Introduce</u> Improvisation Composition Timbre Texture Structure Tuned and untuned percussion Chorus Tuned and untuned percussion Chorus Duration	<u>Main Focus</u> Pulse Rhythm Pitch Dynamics Tempo Melody Project Chorus Conductor Improvisation Composition Timbre Texture Structure Tuned and untuned percussion Chorus Duration <u>Introduce</u> Ensemble, solo,	<u>Main Focus</u> Pulse Rhythm Pitch Dynamics Tempo Melody Project Chorus Conductor Improvisation Composition Timbre Texture Structure Tuned and untuned percussion Chorus Duration Ensemble, solo, Improvisation, Composition	<u>Main Focus</u> Pulse Rhythm Pitch Dynamics Tempo Melody Project Chorus Conductor Improvisation Composition Timbre Texture Structure Tuned and untuned percussion Chorus Duration Ensemble, solo, Improvisation, Composition	<u>Main Focus</u> Pulse Rhythm Pitch Dynamics Tempo Melody Project Chorus Conductor Improvisation Composition Timbre Texture Structure Tuned and untuned percussion Chorus Duration Ensemble, solo, Improvisation, Composition	

				Improvisation, Composition Formal notation, crochet, rest	Formal notation, crochet, rest <u>Introduce</u> Minims and quavers	Formal notation, crochet, rest, minims, and quavers. <u>Introduce</u> Semi-breves, dotted crotches	Formal notation, crochet, rest, minims, quavers, semi-breves and dotted crotches
Listening and appraising	<ul style="list-style-type: none"> Talks about the features of his/her own and others' words work, recognising the differences between them and the strengths of others. 	<ul style="list-style-type: none"> Listen to music with sustained concentration. Use the correct musical language to describe a piece of music. Discuss feelings and emotions linked to different pieces of music. Find the pulse whilst listening to music and using movement Recognise different instruments. 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. Build an understanding of the pulse and internalise it when listening to a piece of music 	<ul style="list-style-type: none"> Listen with direction to a range of high-quality music Confidently recognise a range of musical instruments Find the pulse within the context of different songs/music with ease Begin to listen to and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators Use musical language to appraise a piece or style of music Confidently recognise a range of musical instruments and the different sounds they make Listen to and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> Develop an increasing understanding of the history and context of music Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> Develop a deeper understanding of the history and context of music Appropriately discuss the dimensions of music and recognise them in music heard. Listen with attention to detail and recall sounds with increasing aural memory and accuracy. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Creating and exploring (improvising,	<ul style="list-style-type: none"> Represents his/her own ideas, thought and 	<ul style="list-style-type: none"> Begin to understand that the rhythm is a mixture of long 	<ul style="list-style-type: none"> Improvise a simple rhythm using different 	<ul style="list-style-type: none"> Understand that improvisation is when a composer 	<ul style="list-style-type: none"> Develop an understanding of formal, written notation which 	<ul style="list-style-type: none"> Compose complex rhythms from an increasing aural memory 	<ul style="list-style-type: none"> Create a simple composition and record

<p>composing and notation)</p>	<p>feelings through music.</p> <ul style="list-style-type: none"> • Talk about the ideas and process which have led him/her to make music • Explores the different sounds of instruments. 	<p>and short sounds that happen over the pulse</p> <ul style="list-style-type: none"> • Understand that tempo describes how fast or slow the music is • Understand that dynamics describe how loud or quiet the music is • Listen to, copy, and repeat a simple rhythm or melody. • Understand that pitch describes how high or low sounds are. 	<p>instruments including the voice</p> <ul style="list-style-type: none"> • Understand that timbre describes the character or quality of a sound • Understand that texture describes the layers within the music • Understand that structure describes how different sections of music are ordered • Use tuned and untuned classroom percussion to compose and improvise • Experiment with, create, select and combine sounds using the inter-related dimensions of music • Develop an understanding of melody, the words and their importance in the music being listened to 	<p>makes up a tune within boundaries</p> <ul style="list-style-type: none"> • Understand that composition is when a composer writes down and records a musical idea • Develop an understanding of formal, written notation which includes crotchets and rests 	<p>includes minims and quavers</p>	<ul style="list-style-type: none"> • Understand how pulse, rhythm and pitch work together • Improvise with increasing confidence using own voice, rhythms, and varied pitch. • Use and develop an understanding of formal, written notation which includes staff, semi-breves and dotted crotchets. 	<p>using formal notation.</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Deepen an understanding and use of formal, written notation which includes staff, semi-breves and dotted crotchets.
<p>Performing</p>	<ul style="list-style-type: none"> • Begin to build a repertoire of songs and dances 	<ul style="list-style-type: none"> • Sing songs musically and understand how to warm up and project the voice 	<ul style="list-style-type: none"> • Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> • Sing songs with multiple parts with increasing confidence 	<ul style="list-style-type: none"> • Sing as part of an ensemble with confidence and precision 	<ul style="list-style-type: none"> • Sing as part of an ensemble with increasing confidence and precision 	<ul style="list-style-type: none"> • Sing as part of an ensemble with full confidence and precision.

		<p>whilst demonstrating good posture</p> <ul style="list-style-type: none"> • Learn and perform chants, rhythms, raps and songs • Learn to follow the conductor or band leader 	<p>with growing confidence</p> <ul style="list-style-type: none"> • Sing a song in two parts • Use tuned and untuned classroom percussion to play accompaniments and tunes • Play instruments using the correct techniques with respect • Practice, rehearse and present performances to audiences with a growing awareness of the people watching 	<ul style="list-style-type: none"> • Play and perform in solo or ensemble contexts with confidence 	<ul style="list-style-type: none"> • Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate • Play and perform in solo or ensemble contexts with increasing confidence 	<ul style="list-style-type: none"> • Play and perform in solo or ensemble contexts with some accuracy, control fluency and expression. 	<ul style="list-style-type: none"> • Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.
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