



## Music Skills Progression (see Music Policy as well)



Year Group	Progression of Skills and Understanding		Key people, places and genres (Listening and Responding)
	Stave House	NC (Covered through Stave House <b>exc. in red</b> )	
<b>FS</b>	<ul style="list-style-type: none"> <li>know that pitch can be represented on a stave;</li> <li>know where the notes are placed on the stave;</li> <li>recognise crotchets, minims and semi-breves</li> <li>be able to repeat a rhythm</li> </ul>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> </ul>	Children will be taught to use tuned percussion – <b><i>glockenspiel</i></b> Sea songs; bear songs; transport songs – all with untuned percussion accomp.
<b>Year 1</b>	<ul style="list-style-type: none"> <li>place rhythmic values on the stave</li> <li>place notes with rhythmic values on the stave</li> <li>create a tune using three or more notes of different pitches</li> </ul>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> </ul>	Children will be taught to play <b><i>ocarina</i></b> <b>Animals – Carnival of the Animals – in the connected geog enquiry unit - Saint Sans</b> <a href="https://www.classicalmpr.org/story/2015/06/29/carnival-of-the-animals-saint-saens">https://www.classicalmpr.org/story/2015/06/29/carnival-of-the-animals-saint-saens</a> (this has interesting background and links to performances with fun animation esp. the flamingos) <b>Explorer – link to The Planets – Holst; Claire de Lune - Debussy</b>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>know treble clef notes from mid C to high F</li> <li>begin to know bass clef</li> <li>replace note characters with rhythm family notes and read aloud in rhythm</li> <li>clap patterns made by the teacher on the board recognising crotchet, quaver, minim, dotted minim and semibreve</li> <li>distinguish between high and low notes that have the same name, and demonstrate on stave</li> <li>demonstrate understanding of equivalence in rhythm ie two quavers = 1 crotchet</li> <li>make a five note tune with different note values and</li> </ul>	<p><u>Continue the above and:</u></p> <ul style="list-style-type: none"> <li><b>listen with concentration and understanding to a range of high-quality live and recorded music</b></li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	Children will be taught to play <b><i>recorder</i></b>  <b>Beethoven Pastoral Symphony No 6 Storm</b> <a href="https://youtu.be/9PrbLsQ_g7s">https://youtu.be/9PrbLsQ_g7s</a>  <b>Evelyn Glennie: Talking about her music:</b> <a href="https://www.youtube.com/watch?v=Gl2a6w6sTAs">https://www.youtube.com/watch?v=Gl2a6w6sTAs</a> <b>Performing on the roof tops of New York</b> <a href="https://www.youtube.com/watch?v=Am3GoYO5-lk&amp;list=RDGl2a6w6sTAs&amp;index=5">https://www.youtube.com/watch?v=Am3GoYO5-lk&amp;list=RDGl2a6w6sTAs&amp;index=5</a>

*'Live Fully, Laugh Often, Learn Deeply,*

*Love as God Loves You ..... and Let Your Light Shine!'*

	pitches		
<b>Year 3</b>	<ul style="list-style-type: none"> <li>know bass clef notes and positions</li> <li>make scales – c, g and f</li> <li>construct a triad</li> <li>begin to understand and place key signatures</li> <li>add semiquaver to their note value knowledge</li> <li>understand and use accidentals</li> <li>understand and use intervals of octave, unison, 4<sup>th</sup> and 5<sup>th</sup></li> <li>make a twelve bar tune using five different pitches and varied values</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<p>Children will be taught to play <u><a href="#">violin</a></u></p> <p><b>The Magical Kingdom – Rhapsody in Blue – American Orchestral Jazz piece by George Gershwin (1924)</b></p> <p><b>Disney Welcome Music</b>  <a href="https://youtu.be/xsMvnSDueJw">https://youtu.be/xsMvnSDueJw</a>          What messages are being given in this music? Is it all wonderful and magical?</p>
<b>Year 4</b>	Continuing and deepening the Year 3 curriculum of skills and understanding	<ul style="list-style-type: none"> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>Children will learn to play <u><a href="#">the toot (a beginner flute)</a></u></p> <p>Sustainable living – Stomp/ Beatbox</p> <p><b>Cities</b> – Nairobi compared with Kenya = African drumming; steel pan drumming? Consider a steel drumming day: <a href="http://school-workshops.com/the-irie-steel-pan-workshops-950.html">http://school-workshops.com/the-irie-steel-pan-workshops-950.html</a></p>
<b>Year 5</b>		<ul style="list-style-type: none"> <li>develop an understanding of the history of music.</li> </ul>	<p><b>Why was winning the Battle of Britain in 1940 so important? – Dam Busters</b>  <a href="https://youtu.be/pYMN7ov7EG0">https://youtu.be/pYMN7ov7EG0</a> is an account of the bombing raids to use with  <a href="https://youtu.be/E1DCxpMz8aU">https://youtu.be/E1DCxpMz8aU</a> and <a href="https://youtu.be/59R3BhpiTBw">https://youtu.be/59R3BhpiTBw</a> (this has the dam busters music as background)</p> <p><b>Songs from WW2</b></p> <p><b>Rivers – Smetna – ‘The Vltava’</b>  <a href="https://youtu.be/gTKsHwgalr4">https://youtu.be/gTKsHwgalr4</a> (with river scenery) and <a href="https://youtu.be/l6kqu2mk-Kw?list=RDI6kqu2mk-Kw">https://youtu.be/l6kqu2mk-Kw?list=RDI6kqu2mk-Kw</a> (orchestral concert recording)</p>

*‘Live Fully, Laugh Often, Learn Deeply,*

*Love as God Loves You ..... and Let Your Light Shine!’*

			Both would make good inspiration for descriptive writing or dance) Czech symphonic poem – Romantic era – a story piece of music, late C19  Fairtrade – songs of justice – raps (modern music)
Year 6			Oceans and Seas – Felix Mendlesohn – see unit from David Weatherly

<https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-at-home/zjy3382> is a useful resource that can be used to introduce children to classical pieces throughout the school.

*'Live Fully, Laugh Often, Learn Deeply,*

*Love as God Loves You ..... and Let Your Light Shine!'*