

## Music Skills Progression

Eden Park Primary School Academy

In order to ensure broad and balanced coverage, we follow these principles:

- Within each phase, music is a driver for at least 3 Learning Experiences over the two year cycle.
- Within each phase, a different aspect of the 3 main musical techniques (use of voice, tuned instruments and untuned instruments) are covered during the two year cycle.
- The foundation stage covers the objectives and skills within each year.

FOUNDATION STAGE				
Learning Experiences:				
Techniques	Music Dimensions	Learning from Others	Creativity and Composition	Performance
I can sing songs. I can make music. I can experiment with instruments.	I have good control and co-ordination in music.	I can answer how and why questions about music.	I can co-operate, turn take, and share ideas as a group in music making.	I have confidence in performing to other children. I can express myself through music.

## YEAR 1 AND 2

### Music Driver Learning Experiences:

The rhythm of Africa African drumming unit 'Kye Kye Kule' (from EK)

Pirates vs Mermaids- learning songs and singing in tune allowing us to perform them on stage.

Smart art- art in response to music

Winter show:

Techniques	Musical Dimensions	Learning from Others	Creativity and Composition	Performance
<p>I can use my voice to develop my music skills.</p> <p>I can use tuned instruments to develop my music skills.</p> <p>I can use untuned instruments to develop my music skills.</p>	<p><b>Pitch:</b> I can repeat melodic patterns. I can follow pitch movements with my hand, recognising high and low.</p> <p><b>Duration:</b> I can play and sing short and long notes.</p> <p>I can repeat rhythmic patterns.</p> <p><b>Dynamics:</b> I can play and sing quietly and loudly.</p> <p><b>Tempo:</b> I can keep a steady pulse. I can play at different speeds.</p> <p><b>Timbre:</b> I can describe the sounds that different instruments make (e.g. squeaky) I can choose different instruments for different effects.</p> <p><b>Texture:</b> I can combine instruments together in group compositions and performances.</p> <p><b>Structure:</b> I can order sounds with simple structures. I can make short musical patterns.</p> <p><b>Musical Notation:</b> I can use my own made up symbols to make up sounds.</p> <p><b>Use of instruments:</b> I know how to make sounds on a range of instruments.</p>	<p>Listening:</p> <p>I can listen with concentration to live music.</p> <p>I can listen with concentration to recorded music.</p> <p>Appreciation:</p> <p>I can give my opinion on music I've listened to.</p> <p>I can say whether music makes me feel happy or sad.</p> <p>I can describe music using dimensions words and how they affect the mood (e.g. high/low/slow/fast/long/short).</p>	<p>I can make up rhythmic patterns.</p> <p>I can make up melodic patterns.</p> <p>I can choose to represent ideas with different instruments.</p>	<p>I can perform using expression.</p> <p>I can sing songs, chants and rhymes.</p> <p>I can perform with an awareness of others.</p>

## YEAR 3 AND 4

**Music Driver Learning Experiences:** (music express resources available on this theme)

**Sound of the sea:** weather/storm composition (Music express 5-6 and 6-7 weather)

**Animals: carnival of the animals** (see EK)

**Spring show: vocal performance**

**Ukelele block**

**A Knight's Tale: musical soundscape**

**Smashing Summer Smoothies:** (Music express 7-8 food and drink)

Techniques	Musical Dimensions	Learning from Others	Creativity and Composition	Performance
<p>I can use my voice to develop my music skills.</p> <p>I can use tuned instruments to develop my music skills.</p> <p>I can untuned instruments to develop my music skills.</p>	<p><b>Pitch:</b> I can sing simple songs in tune. I can adjust pitch in response to a conductor's hand signals.</p> <p><b>Duration:</b> I can improvise and perform repeated patterns, keeping to a steady beat.</p> <p><b>Dynamics:</b> I can adjust volume in response to a conductor's hand signals.</p> <p><b>Tempo:</b> I can create a change in tempo. I can adjust tempo in response to a conductor's hand signals.</p> <p><b>Timbre:</b> I can describe the effect different sounds and instruments have and explain why, using dimensional words.</p> <p><b>Texture:</b> I can recognise and explore how sounds can be combined e.g. using jelly band app. I create texture by combining sounds in several layers and in different ways.</p> <p><b>Structure:</b> I can play a simple ostinato or repeated phrase on a pitched instrument. I can play a call and response. I can sing a rondo.</p> <p><b>Musical Notation:</b> I can read graphic notation to play a rhythm or pulse.</p>	<p>Genres and styles:</p> <p>I can name a famous classical composer and recognise one of their famous compositions.</p> <p>I can name several famous modern composers from a range of musical styles and recognise one of their famous compositions.</p> <p>Listening: I can listen to live music with attention to detail.</p>	<p>I can make up short tunes and rhythms and organise them in structures e.g. call and response, rondo.</p> <p>I can select an instrument or sound to achieve a desired effect.</p> <p>I can suggest improvements to group compositions, using appropriate dimensions vocabulary.</p> <p>I can comment on whether a group composition has the intended effect and suggest changes.</p> <p>I can record compositions using graphic notation.</p>	<p>I can perform cyclic patterns as part of a group performance, with different patterns played by others.</p> <p>I can sing in parts as part of a performance.</p> <p>I can play/sing a solo part in a performance.</p>

	<p>I can read chord charts to know when to change chords on a ukelele.</p> <p><b>Use of instruments:</b> I can vary the way I play an instrument e.g. dampening a symbol to create an effect.</p>	<p>I can listen to recorded music with attention to detail.</p> <p>Appreciation: I can give and justify my opinions on a range of music that I have listened to.</p>		
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## YEAR 5 AND 6

**Music Driver Learning Experiences:** (music express resources available on this theme)

**Grammatically Sound:** Children work in a small group to compose their own SPaG jingle. They do this through learning 4 guitar chords and then pick a SPaG concept (e.g. noun phrases) to write lyrics about to explain it and give examples. They then compose a melody for the lyrics that goes together with the guitar chord sequence.

**Peruvian Press:** As well as studying news stories in the local area, nationally and across the world, the children reflect on the newsworthy events of the school year (a special memory) and create a song about it using the 4-chord-song as inspiration. The idea that many Pop/Rock iconic songs are composed from using just 4 chords.

**Year 6 show:** Vocal performance

**Fortnightly music lessons year 1:**

Science unit on Space – (Music Express Book 5 – ‘Solar System’).

**Slammin’ Rhymes LE** – Children focus on the element of ‘rhythm’ and use untuned instruments to read simple notation. This learning can then be applied to their ‘Slammin’ Rhyme’.

**I’m a Believer LE** – Children create their own lyrics to the song ‘I’m a Believer’ so that it incorporates the learning they have done on our own beliefs and values. (Music Express Book 6 – ‘Journeys’).

**Fortnightly music lessons year 2:**

**Values Focus** – Children focus on one of the school values and come up with phrases about that value. They then use the phrases to help them play a variety of different rhythms using body percussion and then, samba instruments. Children learn how to recognise simple notation and how to record their compositions on a graphic score. (Music Express Book 6 – ‘World Unite’).

**Whodunnit? LE – Children compose a piece of film music to accompany the opening scene of their Murder Mystery novel. (Music Express Book 5 – ‘At the movies’).**

**Horrible Histories – (Music Express Book 5 – ‘Our Community’).**

Techniques	Musical Dimensions	Learning from Others	Creativity and Composition	Performance
<p>I can use my voice to develop my music skills.</p> <p>I can use tuned instruments to develop my music skills.</p> <p>I can use untuned instruments to develop my music skills.</p>	<p><b>Pitch:</b> I can sing part of a song in parts, maintaining my own part.</p> <p><b>Duration:</b> I can sing play rhythms and patterns as part of a group, maintaining my own part.</p> <p><b>Dynamics:</b> I can create a crescendo and diminuendo.</p> <p><b>Tempo:</b> I can synchronise tempo as part of a group, including changes.</p> <p><b>Timbre:</b> I can explain how choices of sounds or instruments are appropriate to the intentions.</p> <p><b>Texture:</b> I can identify and explore the relationship between sounds. e.g. using garage band app.</p> <p><b>Structure:</b> I can play a ternary structure. I can identify and describe structures of different songs.</p> <p><b>Musical Notation:</b> I can create graphic scores which identify the duration of notes. I can recognise and use some symbols from staff notation.</p>	<p>Famous Musicians: I can name musicians from a range of historical periods and compare their musical styles using dimensional vocabulary.</p> <p>I can name modern musicians from a range of musical styles and genres and compare their musical styles using dimensional vocabulary.</p> <p>Listening: I can recall and identify individual sounds with increasing aural memory.</p>	<p>I can compose music as part of a group for different reasons and audiences.</p> <p>I can compose rhythmic and melodic phrases developing ideas within musical structure.</p> <p>I can suggest appropriate sounds and effects for the purpose of my composition and justify using dimensional vocabulary.</p> <p>I can write lyrics to a known song.</p> <p>I can compose a short song to my own lyrics based on everyday phrases.</p>	<p>I can sing using harmony and melody in an ensemble context.</p> <p>I can play/sing a solo part in a performance with accuracy, fluency, control and expression.</p> <p>I can perform by ear, maintaining my own part. I can perform from simple notation, maintaining my own part.</p>

		<p>Appreciation:  I can identify and explore how music can reflect different intentions.  I can give and justify my opinions about a range of musical styles and historical periods, using dimensional language.  I can suggest improvements to compositions and other music, commenting on how intentions have been achieved.</p>		
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**Glossary of Musical Dimensions:**

**Pitch:** Refers to the complete range of sounds in a piece of music from the lowest to the highest

**Duration:** The word used in music to refer to the length of a sound or silence

**Dynamics:** The loudness of the music, usually described in terms of loud/quiet

**Tempo:** The speed at which music is performed, usually described in terms of fast/slow

**Timbre:** All instruments, including voices, have a particular sound quality which is referred to as timbre, eg squeaky

**Texture:** Layers of sound, such as those created by a melody accompanied by a drum beat

**Structure:** Most music is underpinned by a structure which may be as simple as beginning, middle and end

**Musical Notations:** Ways of writing music down – examples include graphic notation (A form of notation in which the composer freely invents symbols which give an impression of sound) and staff notation (Use of musical notes and staves – the five lines music is written on)