

## Weare Music Progression in Skills

Key Stage 1 Music			
<b>Coverage</b>	<ul style="list-style-type: none"> <li>Using voices expressively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter- related dimensions of music</li> </ul>		
	<b>Year 1</b>	<b>Year 2</b>	
<b>Skills</b>	Singing Songs	<ul style="list-style-type: none"> <li>Take part in singing showing an awareness of melody</li> <li>Sing with a sense of awareness of pulse and control of rhythm</li> <li>Sing with their awareness of other performers</li> <li>To imitate changes in pitch – high and low</li> </ul>	<ul style="list-style-type: none"> <li>To find their singing voice and use their voices confidently</li> <li>To sing songs in a group following the melody accurately</li> <li>Follow pitch movements with their hands and use high, low and middle voices</li> <li>Begin to sing with control and pitch</li> <li>Sing with their awareness of other performers</li> <li>Recognise phrase lengths and know when to breathe</li> </ul>
	Listening, Memory and Movement	<ul style="list-style-type: none"> <li>Listen for different types of sounds</li> <li>Know how sounds are made and changed</li> <li>Make sounds with a slight difference, with help</li> <li>Use voice in different ways to create different effects</li> <li>Begin to represent sounds with drawing</li> <li>Listen to a piece of music, describing if it is fast or slow, happy or sad</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully and recall short rhythmic and melodic patterns</li> <li>Use changes in dynamics, timbre and pitch to organise music</li> <li>Change sounds to suit a situation</li> <li>Make own sounds and symbols to make and record music</li> <li>Start to look at basic formal notation- play by ear first</li> <li>Know music can be played or listened to for a variety of purposes</li> <li>Follow a simple piece of written rhythmic notation</li> <li>Describe basic elements of a piece of music (e.g. pace, volume, emotion)</li> <li>Describe how an instrument has been used to represent a sound or object</li> </ul>
	Exploring sounds, melody and instruments	<ul style="list-style-type: none"> <li>To explore different sound sources</li> <li>Make sounds and recognise how they can give a message</li> <li>Identify and name classroom instruments</li> <li>Create and choose sounds in response to a given stimulus.</li> <li>Identify how sounds can be changed</li> </ul>	<ul style="list-style-type: none"> <li>Play instruments in different ways and create sound effects.</li> <li>Handle and play instruments with control.</li> <li>Identify different groups of instruments.</li> <li>Change sounds to reflect different stimuli</li> </ul>
	Controlling pulse and rhythm	<ul style="list-style-type: none"> <li>Carefully choose sounds to achieve an effect (including use of ICT).</li> <li>Order sounds to create an effect (structure- beginnings/endings).</li> <li>Create short musical patterns – simple ones</li> <li>Create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping.</li> <li>Control instruments so they sound as they should</li> <li>Start to compose with two or three notes</li> </ul>	<ul style="list-style-type: none"> <li>Compose and perform melodies using two or three notes</li> <li>Use sound to create abstract effects (including using ICT)</li> <li>Create/ improvise repeated patterns (ostinati) with a range of instruments</li> <li>Control playing instruments so they sound as they should use pitch changes to communicate an idea</li> <li>Effectively choose, order, combine and control sounds (texture/ structure)</li> </ul>
	Composition, Performance and Evaluation	<ul style="list-style-type: none"> <li>Hear the pulse in music</li> <li>Hear different moods in music</li> <li>Identify texture– one sound or several sounds</li> <li>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</li> <li>Say what they like or dislike about a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>Identify the pulse in music</li> <li>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)</li> <li>Start to recognise different instruments</li> <li>Explain what they like about a piece of music and why</li> </ul>

## Key Stage 2 Music

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<b>Coverage</b>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</li> <li>• Compose music using the inter- related dimensions of music, separately and in combination</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers</li> <li>• Develop an understanding of the History of Music</li> </ul>												
	<div style="display: flex; justify-content: space-around;"> <span><b>Year 3</b></span> <span><b>Year 4</b></span> </div>												
<b>Skills</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; vertical-align: middle;"><b>Singing Songs</b></td> <td> <ul style="list-style-type: none"> <li>• Sing songs from memory with accurate pitch and in tune.</li> <li>• Show control in voice and pronounce the words in a song clearly (diction).</li> <li>• Maintain a simple part within an ensemble.</li> <li>• Play notes on instruments clearly and including steps/ leaps in pitch.</li> <li>• Improvise (including call and response) within a group using 1 or 2 notes.</li> <li>• Perform own part with increased control or accuracy when singing or playing both tuned and percussion instruments</li> <li>• Sing songs confidently both solo and in groups</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Sing in tune, breathe well, pronounce words, change pitch and dynamics.</li> <li>• Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</li> <li>• Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes.</li> <li>• Perform significant parts from memory and from notation, either on a musical instrument or vocally</li> <li>• Maintain a simple part within an ensemble</li> </ul> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><b>Listening, Memory and Movement</b></td> <td> <ul style="list-style-type: none"> <li>• Use musical dimensions together to compose music</li> <li>• Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration)</li> <li>• Play with a sound-then symbol approach</li> <li>• Use silence for effect and know symbol for a rest (duration).</li> <li>• Describe different purposes of music in history/ other cultures</li> <li>• Use written symbols both standard and invented to represent sounds</li> <li>• Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse)</li> <li>• Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Combine sounds expressively (all dimensions).</li> <li>• Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests)</li> <li>• Know that sense of occasion affects performance</li> <li>• Describe different purposes of music in history/ other cultures</li> <li>• Follow a basic melody line, using standard notation</li> <li>• Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary</li> <li>• Describe how a piece of music makes them feel, making an attempt to explain why. 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	<p style="text-align: center;"><b>Composition, Performance and Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Compose and perform melodies using three or four notes.</li> <li>• Make creative use of the way sounds can be changed, organised and controlled (including ICT).</li> <li>• Create accompaniments for tunes using drones or melodic ostinato (riffs).</li> <li>• Create (dotted) rhythmic patterns with awareness of timbre and duration.</li> <li>• Create and repeat extended rhythmic patterns, vocally or by clapping</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodies using four or five notes.</li> <li>• Use a variety of different musical devices including melody, rhythms and chords.</li> <li>• Record own compositions.</li> <li>• Create own songs (raps- structure).</li> <li>• Identify where to place emphasis and accents in a song to create effects (duration).</li> <li>• Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments</li> </ul>
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