

The Progression of Knowledge and Skills

Musicianship:

Understanding Music

- Use body percussion, instruments and voices.
- In the key centres of: C major, G major and A minor.
- Find and keep a steady beat.
- Copy back simple rhythmic patterns using long and short.
- Copy back simple melodic patterns using high and low.
- Complete vocal warm-ups with a copy back option to use Solfa.
- Sing short phrases independently.

Listening:

Respond/Analyse

- Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.
- Walk in time to the beat of a piece of music.
- Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.
- Move and dance with the music confidently.
- Talk about how the music makes you feel.
- Find different steady beats.
- Describe tempo as fast or slow.
- Describe dynamics as loud or quiet.
- Join in sections of the song, eg call and response.
- Start to talk about the style of a piece of music.
- Recognise some band and orchestral instruments.
- Start to talk about where music might fit into the world.

Singing

- Sing as part of a choir.
- Demonstrate good singing posture.
- Sing songs from memory and/or from notation.
- Sing to communicate the meaning of the words.
- Sing in unison and sometimes in parts, and with more pitching accuracy.
- Understand and follow the leader or conductor.
- Add actions to a song.
- Move confidently to a steady beat.
- Talk about feelings created by the music/song.
- Recognise some band and orchestral instruments.
- Describe tempo as fast or slow.
- Join in sections of the song, eg chorus.
- Begin to understand where the music fits in the world.
- Begin to talk about and understand the style of the music.
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).

Notation	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F\sharp F, G, A, B\flat, C, D, E A, B, C, D, E</p> <p>Identify hand signals as notation, and recognise music notation on a staff of five lines.</p>
Playing Instruments	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p>
Playing the Recorder	<p>Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, B\flat, C, E and F.</p>
Creating: Improvising	<p>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>
Creating: Composing	<p>Explore and create graphic scores:</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use notation if appropriate:</p> <p>Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)</p>

Performing

Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.

Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.

Talk about what the song means and why it was chosen to share.

Talk about the difference between rehearsing a song and performing it.

Connecting Across the Curriculum**Topics include:**

- The importance of communication
- Working and playing together
- Stories
- Caring about other people
- Music from different parts of the world
- Playing in a band together
- Nature: the sun
- Identity and accepting one another