

The Progression of Knowledge and Skills

Musicianship: Understanding Music	Using body percussion, instruments and voices In the key centres of: C major, F major, G major, A minor In the time signatures of: 2/4, 3/4, 4/4 Find and keep a steady beat Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC
Listening: Respond/Analyse	Talk about the words of a song Think about why the song was written Find and demonstrate the steady beat Identify 2/4, 3/4, and 4/4 metre Identify the tempo as fast, slow, or steady Recognise the style of music you are listening to Discuss the structures of songs Identify: - Call and response - A solo vocal or instrumental line and the rest of the ensemble - A change in texture - Articulation on certain words - Programme music Explain what a main theme is and identify when it is repeated Know and understand what a musical introduction is and its purpose Recall by ear memorable phrases heard in the music Identify major and minor tonality Recognise the sound and notes of the pentatonic scale by ear and from notation Describe legato and staccato Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae
Singing	Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4 Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture Demonstrate good singing posture Demonstrate vowel, blended sounds, and consonants Sing 'on pitch' and 'in time' Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to staccato and legato Talk about the different styles of singing used for different styles of song Talk about how the songs and their styles connect to the world
Notation	Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A B $\flat$ C G A B C D E F$\sharp$ D E F$\sharp$ G A B C Reading and responding to minims, crotchets, and quavers Identifying: - Stave - Treble clef - Time signature

Playing Instruments	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major
Playing the Recorder	Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major by ear or from notation
Creating: Improvising	Explore improvisation within a major scale using the notes C D E, C D E G A, C D E F G, D E F $\sharp$ A B, D E F G A
Creating: Composing	Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) C D C D E C D E F C D E F G Start and ending on the note C (C major) D E D E F D E F G D E F G A Start and ending on the note D (D minor) G A G A B G A B D G A B D E Start and ending on the note G (G major)
Performing	Rehearse and enjoy the opportunity to share what has been learned in the lessons Perform, with confidence, a song from memory or using notation Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song Communicate the meaning of the words and articulate them clearly Use the structure of the song to communicate its mood and meaning in the performance Talk about what the rehearsal and performance has taught the student Understand how the individual fits within the larger group ensemble Reflect on the performance and how well it suited the occasion Discuss and respond to any feedback, consider how future performances might be different
Connecting Across the Curriculum	Friends and people we meet How people and children used to live Connecting with the past Music from different cultures Music and dancing Music and freedom