

The Progression of Knowledge and Skills

Musicianship:

Understanding Music

Using body percussion, instruments and voices

In the key centres of: C major, D major, F major, A minor

In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8

Find and keep a steady beat

Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation

Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGAB b CDE

Listening:

Respond/Analyse

Talk about feelings created by the song

Justify a personal opinion with reference to musical concepts

Find and demonstrate the steady beat

Identify 2/4, 3/4, 6/8 and 5/4 metre

Identify the musical style of a song

Identify instruments by ear and through a range of media

Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB

Explain a bridge passage and its position in a song

Recall by ear memorable phrases heard in the music

Identify major and minor tonality

Recognise the sound and notes of the pentatonic and blues scales by ear and from notation

Explain the role of a main theme in musical structure

Know and understand what a musical introduction is and its purpose

Explain rapping

Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals

Singing

Rehearse and learn songs from memory and/or with notation

Sing in 2/4, 3/4, 4/4 and 6/8 time

Sing in unison and as part of a smaller group

Sing 'on pitch' and 'in time'

Sing a second part in a song

Self-correct if lost or out of time

Sing expressively, with attention to breathing and phrasing

Sing expressively, with attention to dynamics and articulation

Develop confidence as a soloist

Talk about the different styles of singing used for different styles of song

Talk confidently about how connected you feel to the music and how it connects in the world

Respond to a leader or conductor

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 D E G A B C D E F$\sharp$ A $\flat$ B $\flat$ C D $\flat$ E $\flat$ F G G G$\sharp$ A B $\flat$ C D E F G A B C Identifying: Stave Treble clef Time signature Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign
Playing Instruments	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, A $\flat$ major, D minor
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, A $\flat$ major, D minor by ear or from notation
Creating: Improvising	Explore improvisation within a major scale using the notes C D E $\flat$ F G, C D E F G, C D E G A, F G A B $\flat$ C, 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) F G F G A F G A B $\flat$ F G A B $\flat$ C Start and ending on the note F (Pentatonic on F) G A G A B G A B C G A B C D Start and ending on the note G (G major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor)

Performing

Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience

Perform from memory or with notation, with confidence and accuracy

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

A student leads part of the rehearsal and part of the performance

Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece

Discuss and talk musically about the strengths and weaknesses of a performance

Collect feedback from the audience and reflect how future performances might be different

Connecting Across the Curriculum

School

Heroes

The solar system

Space

Freedom