

## The Progression of Knowledge and Skills

### **Musicianship:**

#### Understanding Music

Use body percussion, instruments and voices.

In the key centres of: C major, F major, G major and A minor.

In the time signatures of: 2/4, 3/4 and 4/4.

Find and keep a steady beat.

Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.

Copy back and improvise simple melodic patterns using the notes:

C, D, E

G, A, B

F, G, A

A, B, C

### **Listening:**

#### Respond/Analyse

Share your thoughts and feelings about the music together.

Find the beat or groove of the music.

Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

Invent different actions to move in time with the music.

Talk about what the song or piece of music means.

Identify some instruments you can hear playing.

Identify if it's a male or female voice singing the song.

Talk about the style of the music.

### **Singing**

Sing as part of a choir.

Sing a widening range of unison songs, of varying styles and structures.

Demonstrate good singing posture.

Perform actions confidently and in time to a range of action songs.

Sing songs from memory and/or from notation.

Sing with awareness of following the beat.

Sing with attention to clear diction.

Sing expressively, with attention to the meaning of the words.

Sing in unison.

Understand and follow the leader or conductor.

Copy back simple melodic phrases using the voice.

<b>Notation</b>	<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 minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:  C, D, E, F, G, A, B  F, G, A, B ♭, C  G, A, B, C, D, E  E, F♯, G♯, A, B</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> <li>• Lines and spaces on the stave</li> </ul> <p>Identify and understand the differences between crotchets and paired quavers.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>
<b>Playing Instruments</b>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</p>
<b>Playing the Recorder</b>	<p>Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F♯, G, G♯, A, B and B ♭.</p>
<b>Creating: Improvising</b>	<p>Explore improvisation within a major scale using the notes:  C, D, E  C, D, E, F, G  C, D, E, G, A  G, A, B  G, A, B, D, E  G, A, B, C, D  F, G, A  F, G, A, C, D</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone.</p> <p>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p>

**Creating: Composing**

Create music and/or sound effects in response to music and video stimulus.

Use music technology, if available, to capture, change and combine sounds.

Compose over a simple chord progression.

Compose over a simple groove.

Compose over a drone.

Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.

Use simple dynamics.

Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.

Create a simple melody using crotchets, minims and perhaps paired quavers:

C, D

C, D, E

C, D, E, G

C, D, E, G, A

Start and end on the note C (Pentatonic on C)

C, D

C, D, E

C, D, E, F

C, D, E, F, G

Start and end on the note C (C major)

F, G

F, G, A

F, G, A, B $\flat$

F, G, A, B $\flat$ , C

Start and end on the note F (F major)

G, A

G, A, B

G, A, B, D

G, A, B, D, E

Start and end on the note G (Pentatonic on G)

**Performing**

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

Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.

Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.

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

Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.

**Connecting Across the Curriculum**

**Topics include:**

- Your place in your family
- Making friends and understanding each other
- Using your imagination
- Life in different countries
- The way people lived
- Families
- Nature, the environment
- Connections with the past