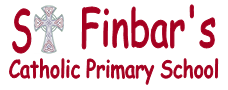
Core Skills Progression Map - Music

2016-2017

**The Music curriculum at St Finbar’s**

* Our music curriculum is for all children.
* Our curriculum is a skills-based one; using knowledge and understanding of composers & musicians and musical styles as the context for learning while developing core musical skills of listening, composing, rehearsing & refining, performing, singing and evaluating learning.
* Our curriculum is progressive; building on previous years’ knowledge, understanding and skills.
* Our curriculum is organised into broad areas of learning and core skills; following the National Curriculum (2014)
* Performing
* Listening & reviewing
* Creating & composing
* Understanding & exploring

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| Core skills | Year-group End-of-Year Expectations | | | | | |
| Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Listening & applying (L) | To begin to identify simple repeated patterns and follow basic musical instruments  To tell the difference between a fast and slow tempo  To tell the difference between loud and quiet sounds | To identify and recognise repeated patterns and follow a wider range of musical instructions  To understand how musical elements create different moods and effects on the listener  To become more confident at representing sounds with a range of symbols, shapes and marks.  To listen to a piece of music and start to find and internalise the pulse using movement. | To listen with attention and begin to recall sounds  To begin to understand how different musical elements are combined and use to create an effect  To begin to recognise simple notations to represent music including pitch and volume  To listen to and begin to respond to music drawn from different traditions and great composers and musicians | To listen to and recall patterns of sounds with increasing accuracy  To understand how different musical elements are combined and used expressively  To understand and begin to use established and invented musical notations to present music  To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers | To listen and recall a range of sounds and patterns of sounds confidently  To begin to identify the relationship between sounds and how music can reflect different means  To listen to and understand a wide range of high quality, live and recorded music from different traditions, composers and musicians  To begin to discuss their differences and how music may be changed over time  To use the correct musical language to describe the music you are listening to and your feelings towards it.  To listen, comment on and discuss other dimensions of music and how it made them feel. | To listen to, internalised and recall sounds and patterns of sounds and patterns of sounds with accuracy and confidence  To identify and explore the relationship between sounds and how music can reflect different meanings  To use and apply a range of musical notation including staff notation, to plan, revise and refine musical material  To develop an understanding of history of music from different cultures, traditions, composer and musicians evaluating how venue, occasion and purpose effects the way that music is create and performed |
| Performing and playing (P) | To use voices in different ways such as speaking, singing and chanting  To create and choose sounds  To perform simple rhythmical patterns beginning to show an awareness of pulse.  To think about others when performing | To use voices expressively and creatively  To sing with the sense of shape of the melody  To perform rhythmical patterns and accompaniments keeping a steady pulse  To think about others while performing | To sing in unison, becoming aware of pitch  To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes  To think about others while performing  To practise, rehearse and present performances to an audience  To continue to develop in performance skills | To sing in unison maintaining the correct pitch and using increasing expression  To play and perform parts with an increasing number of notes, beginning to show musical expression by change dynamics.  To think about others while performing.  To apply skills from a topic when performing.  To play a tuned instrument with some control and rhythmic accuracy. | To sing in unison with clear diction, controlled pitch and sense of phrase  To play and perform parts in a range of solo and ensemble context with increasing accuracy and expression  To maintain my own part and be aware how the different parts fit together  To create and make music using different dynamic, pitch and tempo.  To understand the importance of warming up our voices, good posture, breathing and projecting our voices and cornet sounds.  To have a great understanding of the melody and words to interpret how a song should be performed. | To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase  To play and perform with accuracy, fluency, control and expression  To think about the audience when performing and how to create a specific effect  To continue to use glocks, recorders, band instruments to play melodies to follow a tune, improvise and compose.  To play and perform with accuracy, fluency, control and expression.  To think about the audience when performing and how to create a specific effect.  To understand the importance of warming up our voices, good posture, breathing and projecting your voice/sound. |
| Creating & composing (C) | To know about and experiment with sounds  To recognise and explore how sounds can be organised  To identify and organise sounds using simple criteria e.g. loud, soft, high, low  To begin to represent sounds with simple sounds including shapes and marks | To repeat short rhythmic and melodic patterns using tune and untuned instruments  To begin to explore, choose and order sounds using different pitch/tempo  To use untuned and tuned instruments to explore and create simple melodies  To create and choose sounds for specific effects. | To create rhythmical patterns that use a small range of notes  To begin to join simple layers of sound e.g. a background rhythm and a solo melody  To begin to create your own more complex tunes and melodies with the context of songs being learnt  To record their compositions using graphic notations/ICT  To create and make music using different pitch and tempo | To create rhythmical and simple melodic patterns using an increased number of notes  To compose your own pattern for others to copy using given notes on the cornet | To create increasingly complicated rhythmic a melodic phrase within given structures  To start to choose, combine and organise patterns using given notes.  To improvise and play back compositions using more complex patterns confidently. | To confidently create your own melodies within the context of a song that is being learnt  To record music confidently using graphic notations to record their music  To start to choose, combine and organise patterns and musical ideas, structures and do this with understanding  To continue to musically demonstrate an understanding of dynamic, pitch, tempo and pattern  To practise and present performance with more understanding and awareness of the audience and their needs |
| Understanding & review (U) | To talk about how music makes you feel or want to move e.g. it me want to dance/jump/shout etc.  To think about and make simple suggestions about what could make their own work better e.g. play faster or louder | To begin to respond to different moods in music and explain what they think about the music  To identify simple improvements to a performance relating to tempo or dynamic  To give respectful comments about other performances.  To describe and understand what the pulse, rhythm, pitch and tempo is | To explore and comment on the way sounds can be use expressively,  To comment on the effectiveness of their own work, identify and making improvements  To begin to understand how the other dimensions of music are sprinkled through songs and pieces of music – pulse, pitch, tempo, structure and dynamics | To recognise and explore the ways sounds can be combined and used expressively and comment on this effect  To practise, rehearse and present performances with an awareness of audience and change when needed.  To watch a recording and discuss performance offering respectful comments  To identify and understand how the other dimensions of music are sprinkled through song and pieces of music – pulse, pitch, tempo, dynamic and structure. | To describe compare and evaluate different types of music beginning to use musical words  To comment on the effectiveness of their own work, identifying and making improvements based on its intended outcome  To build on and progress form a steady pulse to clapping a more complex rhythm, improvising using rhythm, pitch and your voice.  To identify and understand how dimensions of music are sprinkled through a song and piece of music – tempo, dynamics, timbre, texture and structure. | To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music  To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved |

Inter-related dimension of music (dynamics)

Pulse – the steady beat of a piece of music

Pitch – the melody and the way the notes change from low to high and vice versa

Rhythm – pattern of long and short sounds in a piece of music

Dynamics – loud and soft

Tempo – fast and slow

Timbre – The type of sound – whisper/hum/sing/talk (examples with voice) or twinkly/hard/soft (examples with instruments)

Texture – layers of sounds (number of instruments or voices playing together)

Structure – the way the music is laid out – e.g. verse, chorus, verse