



## Skills Progression - Music (Year 1-6)



Year Group	Term 1-6 Listening to music	Term 1-6 Enjoying and participating in action songs	Term 1-6 Looking at the leader	Term 1-6 Confidence in performing	Term 1-6 Music and movement	
<b>1</b> (Class teacher)	<p>Children will be taught to:</p> <p>Listen to a range of high-quality music. <b>LC</b></p> <p>Form an opinion on what they like/dislike about it. <b>LC</b></p>	<p>Children will be taught to:</p> <p>Enjoy and participate in action songs, rhythms and chants. <b>UV</b></p>	<p>Children will be taught to:</p> <p>Look at the leader and follow their example. <b>LC</b></p>	<p>Children will be taught to:</p> <p>Explore performing skills. <b>UV</b></p> <p>Prepare for a performance. <b>UV</b></p> <p>Perform as a group. <b>UV</b></p>	<p>Children will be taught to:</p> <p>Experience different types of music and movement. <b>LC</b></p>	



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	Term 1 Exploring our voices	Term 2 Finding your own voice	Term 3 Increasing awareness	Term 4 From sounds to symbol (Pitch)	Term 5 From sounds to symbol (Rhythm) and singing in parts	Term 6 Rehearsing, practising, developing performance skills
<p><b>2</b> (Sussex Music School)</p>	<p>Children will be taught to:</p> <p>Show and feel the beat. <b>CSCS</b></p> <p>Discover and use a singing voice. <b>UV</b></p> <p>Explore vocal range and tuning. <b>UV</b></p> <p>Distinguish pulse from rhythm. <b>CSCS</b></p>	<p>Children will be taught to:</p> <p>Show and feel the beat whilst singing/chanting. <b>CSCS UV</b></p> <p>Use the voice in different ways (timbre). <b>UV</b></p> <p>Tap a beat or rhythm when asked. <b>CSCS</b></p> <p>Sing in tune. <b>UV</b></p>	<p>Children will be taught to:</p> <p>Hold a simple part in a two part song. <b>UV CSCS</b></p> <p>Play beats or rhythms as ostinato. <b>UV I</b></p> <p>Read and 'write' rhythms using flash cards. <b>CSCS</b></p>	<p>Children will be taught to:</p> <p>Show pitch changes with hands. <b>LC CSCS</b></p> <p>Relate this to a one-lined and two-lined stave. <b>CSCS</b></p>	<p>Children will be taught to:</p> <p>Show durations with hands. <b>CSCS</b></p> <p>Relate this to notation (jogging, walk, stride).</p> <p>Sing a song with ostinato accompaniment (two/three parts). <b>UV</b></p>	<p>Children will be taught to:</p> <p>Explore performing skills. <b>UV I</b></p> <p>Prepare for a performance <b>UV I</b></p> <p>Perform as a group. <b>UV I</b></p>



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	Term 1 Simple pitching and structure	Term 2 Adding dynamic contrast to the choral sound	Term 3 Rounds and canons	Term 4 Layers of sound (ostinato and parts)	Term 5 Timbre - quality of vocal sounds (harsh/mellow/bright)	Term 6 Preparing for performance
<b>3</b> (Choir)	<p>Children will be taught to:</p> <p>Sing in unison with others. <b>PP</b></p> <p>Understand and sing simple structures (verse, chorus, A B etc). <b>PP</b></p>	<p>Children will be taught to:</p> <p>Watch the conductor to follow indications to sing quietly and loudly. <b>PP</b></p> <p>Listen to others around me and match my sound to theirs. <b>LR</b></p>	<p>Children will be taught to:</p> <p>Sing in a round (2 parts). <b>PP LR</b></p> <p>Understand what a round and a canon is and some historical context. <b>AURM UHM</b></p>	<p>Children will be taught to:</p> <p>Hold my own part in a two-part song. <b>PP</b></p> <p>Perform an ostinato as an accompaniment to a song. <b>PP LR</b></p>	<p>Children will be taught to:</p> <p>Use colours in my voice to be expressive in my singing. <b>PP</b></p> <p>Blend my singing with others around me. <b>PP</b></p>	<p>Children will be taught to:</p> <p>Perform in unison and parts with the choir. <b>PP</b></p> <p>Follow the conductor and stand and breathe correctly in order to make the best sound possible. <b>LR</b></p> <p>Perform with confidence. <b>PP</b></p>



# Skills Progression - Music (Year 1-6)



	Term 1 and 2	Term 3 and 4	Term 5 and 6
<p><b>4</b> (Sussex Music School with Flutophones.)</p>	<p><b>Children will be taught:</b></p> <p><b>Technique:</b> Correct posture including hand position, breathing, tongue. <b>PP</b></p> <p><b>New notes:</b> B, A, G. <b>UMN</b></p> <p><b>Listening:</b> Syncopated and 'straight' rhythms. <b>LR AURM</b></p> <p><b>Notation:</b> 2 lined stave B A G. <b>UMN</b></p> <p><b>Composing:</b> Improvising over 8 beats. <b>ICM</b></p>	<p><b>Children will be taught:</b></p> <p><b>Technique:</b> hovering fingers over holes, greater speed, breathing at ends of phrases. <b>PP</b></p> <p><b>New notes:</b> E and C'. <b>UMN</b></p> <p><b>Listening:</b> To play simple tunes by ear. <b>LR</b></p> <p><b>Notation:</b> reading from 3 lined stave with support. Revise simple rhythmic notation (from Y2). <b>UMN</b></p> <p><b>Composing:</b> To compose in groups on a programmatic theme based on another part of the curriculum. <b>ICM</b></p>	<p><b>Children will be taught:</b></p> <p><b>Technique:</b> slurs, staccato, legato, scales of C. <b>PP</b></p> <p><b>New notes:</b> D, D'. <b>UMN</b></p> <p><b>Listening:</b> metre and beat time in 2, 3, 4. <b>LR</b></p> <p><b>Notation:</b> To read and write pitch from a 5 lined stave (1 octave scale of C). <b>UMN</b></p> <p><b>Composing:</b> Pupils will write and perform their own compositions and understand how the 5 lined stave works. <b>ICM</b></p> <p>Rehearse pieces for concert performance. <b>PP</b></p>



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	<b>Term 1: Meet my Ukulele</b>	<b>Term 2: Rhythmic awareness and ensemble</b>	<b>Term 3: What is a chord?</b>	<b>Term 4: Ch Ch Ch Ch Changes!</b>	<b>Term 5&amp;6 Consolidate and expand chords and strumming technique</b>
<b>5</b> (Sussex Music School)	<p><b>Children will be taught to:</b></p> <p>Name the parts of the ukulele. <b>PP</b></p> <p>Name and play the open strings. <b>PP</b></p> <p>Strum with a thumb brush technique. <b>PP</b></p> <p>Adopt the correct playing position. <b>PP</b></p> <p>Play the chord of C. <b>PP</b></p>	<p><b>Children will be taught to:</b></p> <p>Identify higher and lower pitch. <b>LR</b></p> <p>Follow a conductor. <b>LR PP</b></p> <p>Perform an ostinato within a song. <b>PP</b></p> <p>Use a finger picking technique. <b>PP</b></p> <p>Perform, copy, improvise and notate simple rhythms patterns. <b>PP UMN</b></p>	<p><b>Children will be taught to:</b></p> <p>Strum up and down strokes with my first finger. <b>PP</b></p> <p>Improvise and echo rhythms. <b>ICM</b></p> <p>Play a more complex American banjo style pattern (finger picking). <b>PP DHM</b></p> <p>Explain why a round works. <b>AURM LR</b></p> <p>Play A minor chord and hear the difference between this and C Major. <b>LR</b></p> <p>Compose and perform a song in A Minor in a group/class (texture and timbre). <b>ICM PP</b></p>	<p><b>Children will be taught to:</b></p> <p>Make up new strumming patterns. <b>ICM</b></p> <p>Damp the strings. <b>ICM</b></p> <p>Play a repeated strumming pattern (ostinato) to accompany a song. <b>PP</b></p> <p>Play chords C7 and F7. <b>PP UMN</b></p> <p>Change between chords in a song (some). <b>PP</b></p>	<p><b>Children will be taught to:</b></p> <p>Choose and vary the tempo. <b>ICM</b></p> <p>Change between F, C, Am and C7 chords. <b>PP UMN</b></p> <p>Play G and G7 chords (within a piece). <b>PP UMN</b></p> <p>Consolidate chords and strumming patterns learnt so far. <b>PP</b></p> <p>Write (notate) more complex rhythms. <b>UMN</b></p> <p><b>The Blues</b></p> <p><b>Children will be taught to:</b></p> <p>Play a 12 bar Blues. <b>PP UHM AURM</b></p> <p>Improvise on a Blues scale. <b>ICM</b></p> <p>Compose and perform a Blues song with the class. <b>ICM PP</b></p> <p>Rehearse for a performance. <b>PP</b></p>



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	Term 1 Mars' Gustav Holkst	Term 2 Christmas songs	Term 3 Aaron Copeland: 'Hoe-down'	Term 4 Carl Orff: 'O Fortuna'	Term 5 Elgar 'Enigma Variations'	Rehearsing, practising, developing, performance skills
<p><b>6</b> (Sussex Music School BBC 10 Pieces)</p>	<p>Children will be taught to:</p> <p>Recognise the instruments of the orchestra. <b>AURM UHM</b></p> <p>Compose and perform rhythmic ostinato. <b>PP</b></p> <p>Use the words texture, dynamics, tempo and rhythm when listening and composing. <b>ICM AURM LR</b></p> <p>Use their knowledge of chords to create consonant and dissonant sounds. <b>ICM</b></p>	<p>Children will be taught to:</p> <p>Sing Christmas songs with a challenging range in different styles with confidence. <b>PP</b></p> <p>Learn harmony parts and maintain my part when singing <b>PP LR</b></p> <p>Perform in a large venue and rehearse and prepare to a high standard <b>PP</b></p>	<p>Children will be taught to:</p> <p>Create and perform movements in time with the music for a simple dance <b>ICM</b></p> <p>Use melody to lead and follow a 4 beat 'call and response' <b>LR</b></p> <p>Perform syncopated and complex rhythm patterns on instruments and choose timbre appropriately <b>PP LR</b></p> <p>Perform my part in a class piece with accuracy and stylistic understanding <b>PP AURM</b></p>	<p>Children will be taught to:</p> <p>Use gesture to show what's happening in the music <b>PP</b></p> <p>Create and play a steady pulse using instrument <b>ICM</b></p> <p>Create my own music with driving, oscillating pulse and ostinato to create a feeling of tension <b>ICM AURM</b></p> <p>Listen to film music and make comparisons with 'O Fortuna' <b>AURM UHM</b></p> <p>Understand ways in which music is effected by time and place <b>UMH AURM</b></p>	<p>Children will be taught to:</p> <p>Create musical motifs and put them together to make a piece <b>UMN ICM</b></p> <p>Learn and perform a melody <b>PP</b></p> <p>Listen to and describe music using words and pictures <b>LR</b></p> <p>Develop a theme and structure motifs around it <b>ICM</b></p>	<p>Children will be taught to:</p> <p>Explore performing skills. <b>PP</b></p> <p>Prepare for a performance. <b>PP</b></p> <p>Perform as a group. <b>PP</b></p>



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### Music Curriculum Links

#### Ks1

**UV** - use their voices expressively and creatively by singing songs and speaking chants and rhymes.

**I** - play tuned and untuned instruments musically.

**LC** - listen with concentration and understanding to a range of high-quality live and recorded music.

**CSCS** - experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### Ks2

**PP** - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

**ICM** - improvise and compose music for a range of purposes using the inter-related dimensions of music.

**LR** - listen with attention to detail and recall sounds with increasing aural memory.

**UMN** - use and understand staff and other musical notations.

**AURM** - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

**UHM** - develop an understanding of the history of music.

#### Recommended pieces:

##### **Year 4 Recommended pieces:**

Term 1&2: B Groovy, B Really Groovy, BA Dood, Jazzamatazz (Pineapple Punch).



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Term 3&4: Stripy cat Crawl, Mr Cool, Lemonade Song, CA Samba, Chicken Cluck Waddle, Pineapple Punch.

Terms 5&6: Two at Twilight (legato), Crazy Daze, Jive, Condor.

### **Year 5 Recommended pieces:**

Term 1: Meet my Ukulele, Thumb Brush strum, Four strings we play, Stringalong rag.

Term 2: It's raining it's pouring (go into depth), revise term 1 pieces.

Term 3: Shortnin' Bread, Find another way, Autumn leaves (compose a winter piece about snow. Use this piece to understand chords, why a round works), A Minor Miracle.

Term 4: TAB Tango, Baboushka.

Term 5&6: Playing the blues (create a class band with a song 'A Blue day at .....School' in groups with solo singers, improvisers, chord players, percussion etc).