



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	
1 (Class teacher)	<p>Children will be taught to:</p> <p>Listen to a range of high-quality music. LC</p> <p>Form an opinion on what they like/dislike about it. LC</p>	<p>Children will be taught to:</p> <p>Enjoy and participate in action songs, rhythms and chants. UV</p>	<p>Children will be taught to:</p> <p>Look at the leader and follow their example. LC</p>	<p>Children will be taught to:</p> <p>Explore performing skills. UV</p> <p>Prepare for a performance. UV</p> <p>Perform as a group. UV</p>	<p>Children will be taught to:</p> <p>Experience different types of music and movement. LC</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>2 (Sussex Music School)</p>	<p>Children will be taught to:</p> <p>Show and feel the beat. CSCS</p> <p>Discover and use a singing voice. UV</p> <p>Explore vocal range and tuning. UV</p> <p>Distinguish pulse from rhythm. CSCS</p>	<p>Children will be taught to:</p> <p>Show and feel the beat whilst singing/chanting. CSCS UV</p> <p>Use the voice in different ways (timbre). UV</p> <p>Tap a beat or rhythm when asked. CSCS</p> <p>Sing in tune. UV</p>	<p>Children will be taught to:</p> <p>Hold a simple part in a two part song. UV CSCS</p> <p>Play beats or rhythms as ostinato. UV I</p> <p>Read and 'write' rhythms using flash cards. CSCS</p>	<p>Children will be taught to:</p> <p>Show pitch changes with hands. LC CSCS</p> <p>Relate this to a one-lined and two-lined stave. CSCS</p>	<p>Children will be taught to:</p> <p>Show durations with hands. CSCS</p> <p>Relate this to notation (jogging, walk, stride).</p> <p>Sing a song with ostinato accompaniment (two/three parts). UV</p>	<p>Children will be taught to:</p> <p>Explore performing skills. UV I</p> <p>Prepare for a performance UV I</p> <p>Perform as a group. UV I</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
3 (Choir)	<p>Children will be taught to:</p> <p>Sing in unison with others. PP</p> <p>Understand and sing simple structures (verse, chorus, A B etc). PP</p>	<p>Children will be taught to:</p> <p>Watch the conductor to follow indications to sing quietly and loudly. PP</p> <p>Listen to others around me and match my sound to theirs. LR</p>	<p>Children will be taught to:</p> <p>Sing in a round (2 parts). PP LR</p> <p>Understand what a round and a canon is and some historical context. AURM UHM</p>	<p>Children will be taught to:</p> <p>Hold my own part in a two-part song. PP</p> <p>Perform an ostinato as an accompaniment to a song. PP LR</p>	<p>Children will be taught to:</p> <p>Use colours in my voice to be expressive in my singing. PP</p> <p>Blend my singing with others around me. PP</p>	<p>Children will be taught to:</p> <p>Perform in unison and parts with the choir. PP</p> <p>Follow the conductor and stand and breathe correctly in order to make the best sound possible. LR</p> <p>Perform with confidence. PP</p>



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

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



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			<p>C Major. LR</p> <p>Compose and perform a song in A Minor in a group/class (texture and timbre). ICM PP</p>		
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	Term 1 Mars' Gustav Holkst					Rehearsing, practising, developing, performance skills
<p>6 (Sussex Music School BBC 10 Pieces)</p>	<p>Children will be taught to:</p> <p>Recognise the instruments of the orchestra. AURM UHM</p> <p>Compose and perform rhythmic ostinato. PP</p> <p>Use the words texture, dynamics, tempo and rhythm when listening and composing. ICM AURM LR</p> <p>Use their knowledge of chords to create consonant and dissonant sounds. ICM</p>	<p>Children will be taught to:</p>	<p>Children will be taught to:</p>	<p>Children will be taught to:</p>	<p>Children will be taught to:</p>	<p>Children will be taught to:</p> <p>Explore performing skills. PP</p> <p>Prepare for a performance. PP</p> <p>Perform as a group. PP</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:



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

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 atSchool' in groups with solo singers, improvisers, chord players, percussion etc).