




SMS Music Key Skills Progression Ladder FS - Year 2. National curriculum statements in ***bold and italics***. ***Vocab in Blue*** Written by Alexandra Dalton

	FS	Year 1	Year 2
Singing	<ul style="list-style-type: none"> • Sing echo songs and perform movements to a steady beat. • Explore singing at different speeds and pitch to create moods and feelings. • Discover how to use the voice to create loud and quiet sounds. 	<ul style="list-style-type: none"> • Explore the use of the voice in different ways e.g through speaking, singing, chanting and different timbres (e.g. ‘have you got your witches voice?’) • Discover how the voice can produce high and low (pitch) to create different effects (hippos and mice?). • Sing songs with a sense of the shape of the melody 	<ul style="list-style-type: none"> • <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> • Begin to sing with expression, creativity and confidence and dynamic range • Sing songs using creativity and expression being able to create dramatic effect • Learn to sing in tune using simple 2 -5 note songs, singing short sections independently. • Improvise small sections of songs (Where are you going, hello, how are you?)
Musicianship (including performing)	<ul style="list-style-type: none"> • Play instruments to a steady beat. • Understand how to hold and play an instrument with care. • Explore the different sounds instruments make. (shake, tap, scrape) • Choose an instrument to create a specific sound. 	<ul style="list-style-type: none"> • Recognise and tap/play the beat. • Understand the concept of beat: walk, move, clap and play simple durations. Transfer the beat • Explore and categorize tuned and un-tuned instruments. • Play instruments showing an awareness of others. • Repeat and investigate simple beats and rhythms. • Learn to play sounds linking with symbols including pitch (lifts and stairs).  • Understand how to play an instrument with care and attention. • Follow a conductor, some will conduct the class (beat, pitch – lifts and stairs) 	<ul style="list-style-type: none"> • Recognise and tap/play groups of 2, 3 and 4 beats (beat time) • Understand and explore the difference between beat and rhythm. Follow tempo changes in body, on percussion instruments. • <i>Play tuned and un-tuned instruments musically.</i> • Perform simple patterns and accompaniments keeping to a steady pulse. Maintain a simple part (i.e. simple rhythm over beat or vice-versa). Maintain an ostinato part (e.g.  ‘Cater-pillar crawl shh’) • Represent sounds with symbols, both graphically (e.g fireworks) and with western notation  • Begin to represent pitch changes (use hands, then 1 or 2 -lined staff and/or dot notation and play these on percussion (high-low chickalow)

			<ul style="list-style-type: none"> • Recognise and explore how sounds can be organised. • Understand how to control playing a musical instrument whilst watching a conductor. • Lead (conduct) the class (hoops game, dynamics, tempo)
Listening	<ul style="list-style-type: none"> • Listen to a range of music from different times and places • Express feelings in music by responding to different moods in a musical score. • Listen to music and respond by using hand and whole- body movements. • Listen to different sounds (eg, animal sounds) and respond with voice and movement. 	<ul style="list-style-type: none"> • Listen to a wide range of music from different times and places. • Reflect on how music can affect mood (e.g. fast music might make us feel happy). • Respond in the body to recorded music (e.g. Carnival of the Animals) • Sort instruments into different types (e.g. tap, scrape, shake). 	<ul style="list-style-type: none"> • <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> • Reflect on and explore how music can be used to create different moods and effects, and to communicate ideas. • Understand and recognise certain instruments (Peter and the Wolf?) and the families of the orchestra (sort instruments into different families). Sort music into different genres (e.g. pop/classical).
Composing	<ul style="list-style-type: none"> • Choose different instruments, including the voice, to create different sound effects in play. • Investigate a variety of ways to create sound with different materials. • Experiment performing songs and music together with body movements to a steady beat. • Focus: play 	<ul style="list-style-type: none"> • Choose instruments to create sound effects (e.g. jack and the beanstalk) • Investigate long and short sounds. • Improvise in response to a picture/mood • Explore own ideas and make changes to these if desired. • Begin to explore notating music as a way of recording work/musical thoughts in different forms eg graphic scores • Focus: sound effects 	<ul style="list-style-type: none"> • Choose and organise sounds to represent different things eg, ideas, thoughts, feelings, moods. Choose carefully and order sounds in a beginning, middle and end. • <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i> • Improvise question and answer phrases (4 beats). • Use sounds to achieve an effect (including use of technology) • Create short musical patterns. • Continue to learn to notate music in different forms • Focus: form

SMS Music Key Skills Progression Ladder Years 3 – 6 National curriculum statements in ***bold and italics***. ***Vocab in Blue***. Written by Alexandra Dalton

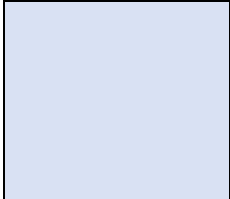
	Year 3	Year 4	Year 5	Year 6
<p>Singing</p> <p><i>Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</i></p>	<ul style="list-style-type: none"> • Sing in tune one octave range (Senwa Dedende) [<i>accuracy</i>] with notation to support • Perform simple melodic and rhythmic parts • Sing in a round, listening to other parts • Technique: warm-ups, diaphragm, posture, soft palette lift. Develop a beautiful, gentle, unison blended sound (skye boat song?) • Perform with confidence as a choir. 	<ul style="list-style-type: none"> • Sing in tune over an octave range with dynamics, reading from a score. • Perform simple melodic and rhythmic parts with awareness of others. • Sing rounds and partner songs (e.g. Swing Low medley, ‘Banana Splits’ book) [<i>fluency</i>] • Maintain a simple part within a group. • Understand the importance of pronouncing the words in a song well (articulation) • Sing songs in 4 and 3 time • Technique: dynamics including crescendo/diminuendo • Perform with control and awareness of what others in the group are singing or playing. 	<ul style="list-style-type: none"> • Create and perform songs with understanding of the relationship between lyrics, melody, verse and chorus. • Maintain own parts whilst performing with awareness of how different parts fit together and the need to achieve an overall effect. • Technique: Breathing, phrasing, vocal health. [<i>control</i>] • Perform songs with an awareness of the meaning of words. • Hold an independent part • Perform songs in a way that reflects their meaning and the occasion. • Sustain a drone or melodic ostinato to accompany singing. • Play an accompaniment on an instrument eg, xylophone, guitar or drum. 	<ul style="list-style-type: none"> • Perform significant parts from memory and from notations with awareness of own contribution. • Sing or play from memory with confidence, expression and in tune. • Technique: context, style, tone (twang, round etc) • Perform alone and in a group, displaying a variety of techniques. • Take turns to lead a group. • Sing a harmony part confidently and accurately.

<p>Musicianship (including instrumental skills, theory and performing)</p> <p>Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> • Notation: read, play using percussion, explore, combine and compose with rhythms (see table below). Relate the rhythms to songs (Senwa Dedende) [accuracy] • Perform simple melodic and rhythmic parts on percussion • Stave notation: Look at the scores of songs and notice how the music goes up and down and how this relates to the pitch they are singing 	<ul style="list-style-type: none"> • Notation: Learn stave notation (treble clef) through playing, improvising and composing on the recorder [accuracy] • Further develop rhythmic notation reading [fluency] • Incorporate instruments children are learning outside the classroom routinely in lessons • Play and conduct music in different time signatures (3 and 4) • Recorder: routinely copy short phrases listen with attention to detail and recall sounds with increasing aural memory • Recorder technique: Understand how to use the diaphragm and the importance of good posture to make a good tone on the recorder. NB a few children with SEND will play percussion instruments from term 2 if they are unable to access the recorder in a way that is musically viable. • Recorder performance: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. • Understand the differences between 2/4, 3/4 and 4/4 time signatures 	<ul style="list-style-type: none"> • Notation: Use stave and tab through playing the Ukulele • Incorporate instruments children are learning outside the classroom routinely in lessons • Perform using voice, Uke, recorder and other instruments with fluency and control. • Understand how triads are formed, and play them on tuned percussion, melodic instruments, Ukuleles or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. 'Stay with Me' by Sam Smith). • Understand the difference between major and minor and the musical effect of these different chord types • Ukulele: routinely copy short phrases and rhythms listen with attention to detail and recall sounds with increasing aural memory • Ukulele technique: Understand how to hold the uke with the thumb on the back and high fingers, pressed to the fingerboard in order to clear the open strings, and strum gently with a good tone. • Ukulele performance: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. • Perform a range of repertoire pieces and arrangements 	<ul style="list-style-type: none"> • Notation: Use a variety of notations when performing and composing. use and understand staff and other musical notations • Incorporate instruments children are learning outside the classroom routinely in lessons • Use a range of musical interrelated dimensions to describe music eg, pitch, tempo, timbre, dynamics etc • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. • Routinely describe music using musical vocabulary and identify strengths and weaknesses in music giving opinions.
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			<p>combining acoustic instruments to form mixed ensembles.</p> <ul style="list-style-type: none">• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies	
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<p>Listening</p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p>	<p>Listening project–</p> <ul style="list-style-type: none"> • Notice and explore the way sounds can be combined and used expressively. • Listen to different types of composers and musicians. • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Listening project - • Notice, analyse and explore the way sounds can be combined and used expressively. • Comment on musicians use of technique to create effect. • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Listening project - • Notice and explore the relationship between sounds. • Notice and explore how music reflects different intentions. • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Listening project – • Notice, comment on and compare the use of musical devices. • Notice, comment on and compare the relationship between sounds. • Notice, comment on, compare and explore how music reflects different intentions. • Understand and recognise all orchestral instruments (Holst – Mars?, Britain ‘Young Person’s guide’), families of the orchestra and sets of instruments used in other non-western music. • Develop an understanding of the history of music (musical protest – environment link?)
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<p><i>Appreciate and understand a wide range of live and recorded music</i></p>	<ul style="list-style-type: none"> • Recognise and identify instruments being played. • Comment on likes and dislikes. • Recognise how the interrelated dimensions of music can be used together to compose. 	<ul style="list-style-type: none"> • Recognise and identify instruments and numbers of instruments being played. • Compare music and express growing tastes in music. • Explain how the interrelated dimensions can be used together to compose music. 	<ul style="list-style-type: none"> • Compare and evaluate different kinds of music using appropriate musical vocabulary. • Explain how the interrelated dimensions, features and styles can be used together to compose music. 	<ul style="list-style-type: none"> • Analyse and compare musical features choosing appropriate musical vocabulary. • Explain and evaluate how the interrelated dimensions, features and styles can be used together to compose music.
<p><i>Develop an understanding of the history of music</i></p>	<ul style="list-style-type: none"> • Think about the different purposes of music throughout history and in other cultures. • Recognise that sense of occasion affects the performance. 	<ul style="list-style-type: none"> • Describe the different purposes of music throughout history and in other cultures. • Understand that sense of occasion affects the performance. 	<ul style="list-style-type: none"> • Understand the different cultural meanings and purposes of music, including contemporary culture. • Use different venues and occasions to vary own performances. 	<ul style="list-style-type: none"> • Notice and explore how music reflects time, place, and culture. • Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural. • Use different venues and occasions to vary own performances and be able to explain why this matters.
<p>Improvise and compose. <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p>	<ul style="list-style-type: none"> • Compose music that combines musical interrelated dimensions eg dynamics and tempo • Compose and perform from rhythmic notation • Order sounds to help create an effect. • Compose music as a response to stimuli (e.g. arctic, rainforest) • Focus: beginning, 	<ul style="list-style-type: none"> • Compose music that combines layers of sounds with awareness of the effect. • Recognise and create repeated patterns (ostinati) with a range of instruments. • Create accompaniments for tunes (drones and parts) • Compose and perform melodies incorporating stave notation • Use sound to create abstract effects. Timbre • Focus: layers and phrasing 	<ul style="list-style-type: none"> • Use the venue and sense of occasion to create performances that are well appreciated by the audience. • Compose by developing ideas within musical structures. • Improvise melodic and rhythmic phrases as part of a group performance. • Improvise within a group. • Focus: chords (blues?) 	<ul style="list-style-type: none"> • Improvise melodic and rhythmic material within a given structure. • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use a computer to compose music loops, bass line, • Show stylistic awareness when composing from a stimulus of classical, world and other music (BBC ten pieces).



middle, end



- Focus: style, parts, software, ternary, rondo forms.