

Anston Greenlands Skills Progression Document – Music

Year Group	Skills Progression				Knowledge and Vocabulary Progression
	Vocal Performance	Instrumental Performance	Composition	Evaluation and Appreciation of Music	
FS2	<p>Use call and response / echo games to develop pitch matching</p> <p>Sing a simple / formulaic song for an audience</p>	<p>Explore the sounds created by untuned percussion instruments (e.g. tambourines / scrapers), tuned percussion instruments (e.g. Boom Whackers) and tuned instruments (e.g. Chromelab Piano app)</p> <p>Create sounds using monotone tuned instruments (e.g. Boom Whackers and handbells)</p> <p>Follow colour patterns to play simple melodies in a group, using monotone tuned instruments (e.g. follow a YouTube Boom Whacker play-along tutorial)</p>	<p>Use music production software (e.g. Chrome Music Lab) to create sounds</p>	<p>Express an opinion about a piece of music</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – include music from a range of countries)</i></p>	<p>Knowledge:</p> <p>Understand how to make higher or lower sounds using instruments, e.g.:</p> <ul style="list-style-type: none"> • Know that different sizes of Boom Whackers correlate to higher and lower notes • Know that keys on a piano (e.g. Chromelab Piano app) get higher as you move to the right <p>Vocabulary:</p> <p>Tune High / Higher Low / Lower Loud / Louder Quiet / Quieter Names of instruments used</p>

Y1/2	Sing songs from memory with accurate control over pitch	<p>Clap or tap the syllables to a simple rhythm</p> <p>Identify the beat in music</p> <p>Clap or tap in time with other children in a group</p> <p>Follow colour patterns to play more complex melodies in a group, using monotone tuned instruments (e.g. follow a YouTube Boom Whacker play-along tutorial)</p> <p>Introduce note names alongside colours when using monotone tuned instruments</p> <p>Make and control long and short sounds using voices and instruments</p>	Use music production software (e.g. Chrome Music Lab) to create simple repeating melodies	<p>Recognise basic changes in tempo, dynamics and pitch (<i>vocabulary “dynamics” not expected at this stage, but children should identify this as louder and quieter</i>)</p> <p>Express an opinion on a piece of music, with justification</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – include some composers/songwriters from the UK and from a range of other countries.)</i></p>	<p>Knowledge:</p> <p>Know that the ‘musical alphabet’ (names of the musical notes) goes from A to G then starts again at A.</p> <p>Understand the difference between beat (a.k.a. ‘pulse’) and rhythm (the pattern of the notes).</p> <p>Vocabulary:</p> <p>Beat Rhythm Pitch Tempo Flat / Sharp (<i>when working with Boom Whackers – note that children may read # as hashtag!</i>)</p>
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<p>Y3/4</p>	<p>Sing songs from memory with accurate control over pitch and dynamics</p>	<p>Clap or tap rhythms that follow a beat (e.g. rhythms that fit within a 4-beat bar)</p> <p>Follow chord names to play chords in a group, using monotone tuned instruments (e.g. follow a YouTube Boom Whacker play-along tutorial) – see appendix.</p> <p>Explore tuned instruments (e.g. glockenspiels, keyboard apps), improvising simple melodies</p>	<p>Use music production software (e.g. Chrome Music Lab) to create more complex songs, e.g. a melody with a beat</p> <p>Create digital music with intended impact (e.g. to match a scene in written work or a book)</p> <p>Use monotone tuned instruments (e.g. Boom Whackers and hand bells) to compose and perform groups songs.</p>	<p>Identify musical instruments based on the sound they make</p> <p>Evaluate the impact of choices made by composers / songwriters (e.g. what effect does this quiet section / crescendo have on the listener?)</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – include some composers/songwriters from the UK and from a range of other countries; when comparing music, include a range of genders, ethnic backgrounds etc. Consider both older and more modern music. Talk about the impact that key musicians and pieces of music have had on the world).</i></p>	<p>Knowledge:</p> <p>Know that a chord is made up of 2 or more notes played together.</p> <p>Know that music can be split into bars and that these often contain 4 beats.</p> <p>Vocabulary:</p> <p>Melody Harmony Dynamics Crescendo* Compose Names of some orchestral instruments</p> <p><i>Diminuendo (music becoming gradually quieter) may also be discussed but this vocabulary is not expected to be embedded for all children</i></p>
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<p>Y5/6</p>	<p>Sing songs that include sections with a melody and harmony</p> <p>Control timbre and dynamics to create atmosphere using the voice</p>	<p>Develop an understanding of basic musical notation:</p> <ul style="list-style-type: none"> • Melody – recognise CDEFG on a staff • Rhythm – recognise quavers, crotchets and minims <p>Follow notation to play simple melodies on tuned instruments (e.g. glockenspiels, keyboard apps)</p> <p>Use tuned and untuned instruments to create atmosphere</p> <p>Play tuned and untuned instruments for a specific purpose, e.g. to accompany a short film</p> <p>Use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</p>	<p>Use music production software (e.g. Chrome Music Lab / GarageBand) to create more complex songs, e.g. a melody with chords and a beat</p> <p>Refine and improve compositions</p> <p>Select sounds and structures to convey an idea / mood etc.</p> <p>Create songs with an understanding of the relationship between lyrics and melody</p>	<p>Understand how lyrics and compositional choices can reflect the cultural context and have social meaning</p> <p>Compare the music of two or more composers / songwriters, evaluating and contrasting compositional choices</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – include some composers/songwriters from the UK and from a range of other countries; when comparing music, include a range of genders, sexualities, ethnic backgrounds etc. Consider both older and more modern music. Discuss how musical events such as Live Aid have had an impact on the world..)</i></p>	<p>Knowledge:</p> <p>Know the name of one or more orchestral composers and be able to describe their music.</p> <p>Know the name of one or more songwriters and be able to describe their music.</p> <p>Understand the basic convention of standard musical notation.</p> <p>Vocabulary:</p> <p>Stave Quaver Crotchet Minim Timbre Names of wide range of orchestral instruments</p>
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Appendix (Don't worry too much about this at this stage. We'll deliver some training on basic music theory next year and discuss / add more to this appendix then).

Boom Whackers – introduction and theory

BOOM WHACKERS

THE TUBES ARE DIFFERENT SIZES TO MAKE DIFFERENT PITCHES. THE DIFFERENT PITCHES ARE SHOWN WITH A COLOUR TOO. THE LONGER THEY ARE THE LOWER THE PITCH IS AND THE EARLIER IN THE RAINBOW SEQUENCE THEY WILL BE.

C D E F G A B C

DO RE MI FA SO LA TI DO

TRY STARTING FROM A. IT SOUNDS SAD. NOW PLAY IT FROM C. IT SOUNDS HAPPY! MAGIC! TRY PLAYING THE NOTES IN ORDER BUT STARTING FROM A DIFFERENT NOTE.

THE MUSICAL ALPHABET GOES FROM A TO G THEN STARTS AGAIN...

Using Boom Whackers / hand bells to play chords:

Chord	Notes to use
C	C E G
Am (A minor)	A C E
F	F A C
G	G B D
E	E G# B
Dm (D minor)	D F A

Using the above chords (especially the first 4!) it's possible to accompany a wide range of songs. For example:

<https://www.youtube.com/watch?v=6OaZaqyZKyl>