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| **2019-2020 Music Progression of skills Class 4** | | | | | | | | | | | | |
| **Autumn 1** | | **Autumn 2** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| BBC 10 pieces | Other cultures | | Hip hop | | | Storytime | | Electronic | | Disco | |
| **Performing Skills (vocal and instruments)** | | | | | | | | | | | |
| Experiment with vocal sounds. Differentiate between singing & speaking voice. Maintain silence. Use body to create different sounds. Know when to start or stop singing in an echo song. | | Explore range of instruments in adult led activity. Take part in performance with others. Use knowledge of instruments when trying new equipment  Work in pairs, duet | | Join in songs rhymes with some recognisable words.  Search out specific instrument Take part in performance with others. Accept they may have to wait to play an instrument. | Explore range of instruments in adult led activity. Identify where equipment goes.  Use knowledge of instruments when trying new equipment  Work in pairs, duet. | | | | Explore sounds on keyboard. Play instrument in a group.  Use knowledge of instruments when trying new equipment.  Accept they may have to wait to play an instrument. | | Use knowledge of instruments when trying new equipment.  Pick instruments according to graphic score symbols  Show pride in group achievement. |
| **Appraising Skills** | | | | | | | | | | | |
| Show preference for different sounds. Respond to some sounds with pleasure. Move body to music. Discuss what they are doing. Say what is good about a performance. | | Respond to music with body movements.  Move rhythmically to music. Answer simple questions about the music that is heard.  Communicate what they are doing. | | Enjoy taking part in action rhyme. Seek sound source. Dance to music Play musical statues appropriately. Communicate what they are doing. | Show preference for different instruments.  Stop & start when the music does the same.  Experiment indifferent ways to music that is high/low, fast/slow | | | | Respond to variety of sounds. Respond appropriately to volume  Stop & start when the music does the same.  Communicate what they are doing. | | Imitate actions with support. State what is good about a performance. Respond appropriately to music of others. |
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| **Composing skills** | | | | | | | | | | | |
| Respond to sounds in the environment. Repeat action to get similar effect. Imitate others to create sound with voice. | | Explore instruments to make different sounds.  Remain focused on activity. Imitate others to create sound on instrument. Improvise simple rhythm | | Explore ways of using an instrument. Copy action on instruments demonstrating similar physical movements. Improvise simple rhythm. | Select instrument from a range. Select instrument for a function. Follow symbols to make sounds that are high/low, loud/quiet..  Create sound to accompany a story, | | | | Use switch to create sounds on a keyboard. Work alongside peer without support. Explore sound using a simple computer program. Choose symbols in computer program to create a sound pattern. | | Imitate sound on an instrument. Copy simple rhythm.  Improvise simple rhythm. |
| **Listening & applying knowledge and understanding** | | | | | | | | | | | |
| Encounter a range of sounds Notice some changes in the sounds they hear in the environment. Remain on task for 2-3 minutes. Imitate sounds that have different dynamics.  Correctly uses stop/start. | | Begin to recall actions in familiar rhymes. Use simple criteria to describe music that is happy ,sad. Understand that music is part of celebrations and daily life. | | Know where specific sounds occur in familiar songs. Imitate sounds that have a different tempo. Use simple criteria to describe music that is happy ,sad, fast, slow. | Know where specific sounds occur in familiar song. Listen to a peer making a sound. Use simple criteria to describe music that is happy ,sad, fast, slow. Correctly uses fast/slow | | | | Correctly identify that a sound is a recorded one. Identify a hidden sound source.  Listen to a peer making a sound. Correctly uses on/off. | | Listen to a peer making a sound. Imitate sounds that have a different tempo & dynamics. Correctly uses fast/slow. |
| **2019-2020 Class 4** | | | | | | | | | | | |
| **Progressing Skills In The Science of Sound Through Music** | | | | | | | | | | | |
| Explore different sounds on different instruments including electronic. Make choices. Respond to some sounds with pleasure. Respond appropriately to volume. Imitates actions with support. Make vocal or physical sounds in response to music. Point to favourite instrument. Make a range of vocal sounds. Seeks sound source. Identify common sounds when listening to a clip of recorded sounds. Pluck/strum a string on an instrument. Give a single property of an instrument e.g. loud. Seek sound source. Move body to music. Move rhythmically to music. Discuss what they are doing. Make simple shaker. Test to see if their shaker works. Play own made shaker with others. Imitates sounds that are loud Imitates sounds that are quiet Identify where equipment goes. Search out specific instrument. Dances to music. Sort instruments into 2 simple groups e.g.hit or shake. Stop and start when the music begins and finishes. Plays statues stopping as the music stops. Dance to music Play musical statues appropriately. Stop & start when the music does the same. Answer simple questions about the music that is heard. State what is good about a performance. Listen for & try to identify sounds in the setting. Communicate what they are doing. Use knowledge of instruments when trying new equipment. Identify instruments that use electricity. | | | | | | | | | | | |