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| **2019-2020 Music Progression of skills Class 3** | | | | | | | | | | | | |
| **Autumn 1** | | **Autumn 1** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| In the groove | Finlandia | | African music | | | Big Bear funk | | Banana rap | | Electronic | |
| **Performing Skills (vocal and instruments)** | | | | | | | | | | | |
| Match picture to name familiar instrument. Takes part in performance with others. Accept they may have to wait to play an instrument. Maintain silence. | | Differentiate between singing & speaking voice Play instrument in a group. Maintain silence. Accept they may have to wait to play an instrument. | | Explore range of instruments in adult led activity. Play instrument in a group. Identify where equipment goes. Try to play unfamiliar instruments. | Join in songs/rhymes with some recognisable words. Take part in performance with other. Search out specific instrument | | | | Experiment with vocal sounds. Take part in performance with others. Use body to create different sounds. | | Take part in performance with others. Use knowledge of instruments when trying new equipment.  Work in pairs-duet. |
| **Appraising Skills** | | | | | | | | | | | |
| Respond appropriately to volume. Move body to music. Answer simple questions about the music that is heard. Experiment in different ways to make music.  Understand that there are different genres of music | | Respond to some sounds with pleasure. Seek sound source.  Play musical statues appropriately. Communicate what they are doing. | | Respond to heavy beat (pulse) by moving. Move rhythmically to music. Respond to music of others appropriately. | Move rhythmically to music. Stop & start when the music does the same. Respond appropriately to music of others. Communicate how music makes them feel. | | | | Discuss what they are doing. Respond appropriately to the music of others.  Communicate how music makes them feel. Demonstrate appropriately audience behaviour. | | Discuss what they are doing Show preference for different electronic sounds. Respond to noisy & quiet sounds.  Experiment in different ways to make music. |
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| **Composing Skills** | | | | | | | | | | | |
| Identify favourite instrument. Repeat action for specific purpose. Copy simple rhythm. Take turns to make sounds on their instrument. | | Imitate sound on an instrument. Remain focused on activity. Work alongside peer without support. Follow symbols to make sounds that are loud & quiet | | Encounter different dynamics & tempo. Repeat action to get similar effect.  Explore instruments making different sounds (timbre) | Explore instruments making different sounds. Describe sequence of actions.  Imitate others to create sound on instrument. | | | | Remain focused on activity. Repeat action to get similar effect.  Imitate others to create sound with voice. | | Select instrument for a function. Explore sound using computer program. Choose symbols in computer program to create a sound pattern. |
| **Listening & Applying Knowledge and Understanding** | | | | | | | | | | | |
| Correctly identify that a sound is a recorded one. Imitate sounds heard. Use simple criteria to describe music that is happy ,sad, fast, slow. | | Remain on task for 2-3 minutes. Use simple criteria to describe music that is happy ,sad, fast, slow.  Understand that music is part of celebrations | | Imitate sounds that have a different tempo. Correctly uses fast/slow  Understand that music is part of daily life. | Imitate sounds that have different dynamics. Anticipate what follows in story/song. Correctly uses high/low. | | | | Listen to themselves on a recording. Listen to a peer making a sound. Understand that music is part of celebrations and daily life. | | Imitate sounds heard. Record some sound sources.  Correctly uses on/off. |
| **Science of Sound (SoS)** | | | | | | | | | | | |
| Play statues stopping as the music stops. Sort instruments into groups-hit, shake etc  Make a range of vocal sounds. | | Imitate sounds that are quiet/loud. Identify sound source when it is out of view | | Stops and starts when the music begins and finishes. Investigate ways to stop sound on instruments. | Notice change in sound in environment.  Hit triangle with metal beater . Make range of vocal sounds | | | | Give a single property to an instrument. Investigate stringed instruments. | | Identify instruments that use electricity. Imitate specific sounds on keyboard. |