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| **2019-2020 Music Progression of skills Class 6** | | | | | | | | | | | | |
| **Autumn 1** | | **Autumn 1** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| Pop ballad | Hip hop | | BBC 10 pieces | | | Electronic | | The Beatles | | Rock | |
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| **Performing Skills (vocal and instruments)** | | | | | | | | | | | |
| Play instrument in a group. Show pride in group achievement. Play from graphic score. Perform solo  Watch & follow conductor to know when to –start & stop. Sing with an awareness of other performers. | Take part in performance with others. Show pride in group achievement. Use knowledge of instruments when trying new equipment. Watch & follow conductor to know when to -speed up & slow down. | | Search out specific instrument. Pick instruments according to graphic score symbols. Complete call & response melodies using different voices –sing –hum –whisper. Makes sound effects for stories/poems. | | | Play instrument in a group. Use knowledge of instruments when trying new equipment.  Accept they may have to wait to play an instrument. Suggest which instrument would make a certain sound. Decide who will play when. | | Use body to create different sounds. Maintain silence. Watch & follow conductor to know when to. –go louder or quieter. Explore & describe sounds from one instrument. | | Maintain silence. Use knowledge of instruments when trying new equipment Work in pairs, duet. Watch & follow conductor to know when to –start & stop. -speed up & slow down. –go louder or quieter. | |
| **Appraising Skills** | | | | | | | | | | | |
| Seek sound source. Dance to music. Experiment in different ways to music that is fast or slow. Communicate how music makes them feel. Begin to understand that there are different genres of music | Move rhythmically to music. Communicate what they are doing.  Communicate how music makes them feel. Begin to understand that there are different genres of music | | Stop & start when the music does the same. Experiment in different ways to music that is high/low, Respond appropriately to music of others. Demonstrate appropriately audience behaviour. | | | Respond appropriately to volume. Stop & start when the music does. Communicate what they are doing.  Respond to other’s ideas. Answer questions about their activity | | Discuss what they are doing. Experiment in different ways to music that is high or low. State what is good about a performance. Communicate how music makes them feel. Recognise that there are different genres of music | | Experiment in different ways to music that is high/low, fast/slow. Communicate how music makes them feel. Begin to identify some different genres of music. Communicate how music makes them feel. | |
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| Pop ballads | Hip hop | | BBC 10 pieces | | | Electronic | | The Beatles | | Rock | |
| **Composing Skills** | | | | | | | | | | | |
| Imitate sound on an instrument. Copy simple rhythm.  Describe sequence of actions. Create sound effects. Create rhythmic pattern to a given pulse. Create rhythmic sequence which changes tempo. | | Copy action on instruments demonstrating similar physical movements.  Copy simple rhythm. Choose instrument for a specific job. Create–rhythmic sequence which changes tempo. | | Remain focused on activity. Select instrument for a function. Imitate others to create sound on instrument or with voice. Create sound to accompany a story. Choose instrument for a specific job, feeling or image. | 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. Explore computer software to create new sound patterns. | | | | Repeat action to get similar effect. Follow symbols to make sounds that are loud & quiet. Improvise simple rhythm. Compose music to represent short & long. Create a pattern which shows a contrast in dynamics | | Repeat activity to refine skill. Follow symbols to make sounds that are high/low, loud/quiet.  Improvise simple rhythm. Compose music to represent high/low. Represents high & low sounds visually using patterns or symbols. |
| **Listening & applying knowledge and understanding** | | | | | | | | | | | |
| Correctly identify that a sound is a recorded one. Listen to a peer making a sound. Identify the role of a musician in the community. Listen for & pinpoint long & short sounds | | Remain on task for 2-3 minutes. Imitate sounds that have a different tempo. Correctly uses fast & slow. Listen for & pinpoint fast & slow sounds. | | Notice some changes in the sounds in the environment. Use simple criteria to describe music that is happy or sad. Begin to recall sound patterns from memory. | 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.  Describe a sequence of 3 notes. | | | | Imitate sounds that have different dynamics. Understand that music is part of celebrations and daily life. Listen for & pinpoint loud & quiet sounds in a piece of music | | Record some sound sources. Identify different sound sources. Correctly uses high & low.  Listen for & pinpoint high & low sounds in a piece of music. |
| **2019-2020 Class 6** | | | | | | | | | | | |
| **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. Make a rain stick. Compare the sound of their rainstick to others filled with a different material. Communicate what they are doing. Experiment indifferent ways to music that is high/low, fast/slow. Respond appropriately to music of other communicate how music makes them feel. Demonstrate appropriately audience behaviour. Respond to other’s ideas. Awareness of volume. Answer questions about their activity | | | | | | | | | | | |