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| **2019-2020 Music Progression of skills Class 6B** | | | | | | | | | | | | |
| **Autumn 1** | | **Autumn 2** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| Action & Number Songs | Electronic | | Marching Band | | | Boogie Train | | Contrasts | | I Wanna Play in a Band | |
| **Performing Skills (vocal and instruments)** | | | | | | | | | | | |
| Shake/squeeze sound maker. Repeat actions that make sounds. Experiment with vocal sounds. Imitates sounds in singing. Join in songs. Experience a range of instruments. | | Press keys on keyboard to create sound. Play unfamiliar instrument (synthesiser on iPad)  Explores sounds on keyboard Takes part in performance with others | | Hold instrument with purpose. Stamp feet & claps hands. Imitates sounds in singing. Experience a range of instruments.  Use body to create different sounds. | Matches picture to name familiar instrument. Maintains silence. Use knowledge of instruments when trying new equipment.  Searches out specific  instrument. | | | | Explore range of instruments. Play instrument in a group. Join in songs/rhymes with some recognisable words. Try to play unfamiliar instrument | | Vocalise to indicate discomfort or pleasure. Repeats action on sound maker. Understand hit blow shake pluck. Identify where equipment goes. |
| **Appraising Skills** | | | | | | | | | | | |
| Enjoy taking part in action rhyme Respond to variety of sounds. respond to some sounds with pleasure. Respond appropriately to the music of others. | | Show preference for different sounds. Seek sound source. Imitate actions with support Use instruments powered by electricity. | | Choose favourite instrument. Respond to environmental natural sounds.  Move rhythmically to music. Dances to music. Play musical statues appropriately | Respond to quiet music. Show preference for different instruments. Anticipates what is going to happen. Talk about music. State what is good about a  performance. | | | | .Respond to music with body movements. Show preference for different sounds.  Respond to noisy & quiet sounds. Respond appropriately to volume. | | Discuss what they are doing. Imitate sounds. Communicate what they are doing. Answer simple questions about the music that is heard. |
| **Composing Skills** | | | | | | | | | | | |
| Anticipate words or actions in action rhymes. Select instrument for function. Select instrument from a range. Work alongside peer without support. | | Uses switch to create sounds on keyboard. Explore instruments with support. Find different effects from 1 instrument. Repeat action to get similar effect. | | Explore instruments by banging and shaking. Respond to sounds in the environment. Take turns to make sounds. Imitate sound on an instrument. | Remember process for a short period. Repeat action to get similar effect. Repeat activity to refine skill. Copy action instrument demonstrating similar physical movements. | | | | Join in vocal play. Try to imitate sounds on instruments. Repeat own sounds. Remain focused on activity. Follow symbols or signs to make sounds that are loud or quiet. | | Explore ways of using an instrument. Show preference for an instrument. Describe sequence of actions. Take turns to make sounds. |
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| **Listening & applying knowledge and understanding** | | | | | | | | | | | |
| Anticipate actions or words in rhymes. Begin to recall actions in familiar rhymes. Imitate sounds that have a different dynamics. | | Repeat action to refine skill. Remain on task for 2-3 minutes. Record some sound sources. Listen to a peer making a sound | | Respond to environmental sounds. Notice some changes in the sounds they hear in the environment.  Imitate sounds that have a different tempo | . Listen to a range of music. Use simple criteria to describe music that is, fast or slow. Try to echo a short melody with their voice. | | | | Encounter a range of sounds. Imitate sounds heard. Imitate sounds that have different dynamics & tempo | | Know where specific sounds occur in familiar songs  Imitate sounds –dynamics tempo.  Use simple criteria to describe music that is happy ,sad, fast, slow |
| **Science of Sound** | | | | | | | | | | | |
| Make range of vocal sounds. Make vocal or physical sounds in response to music .  Imitate sounds that are quiet/loud. Move body to music. Imitates actions with support | | Identify instruments that use electricity.  Explore different sounds. Imitate specific sounds on keyboard. Seeks sound source. | | Plays statues stopping as the music stops.  Explore different sounds on different instruments. Sort instruments into groups-hit, shake etc.  Notice change in sound in environment. | Stops and starts when the music begins and finishes. Investigate ways to stop sound on instruments. Imitates actions with support.  Show preference for different sounds. | | | | Imitate sounds that are quiet/loud. Identify sound source when it is out of view. Imitates actions with support. Show preference for different sounds. | | Gives a single property to an instrument. Investigate stringed instruments. Show preference for different sounds. |