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| **2019-2020 Music Progression of skills Class 5** | | | | | | | | | | | | |
| **Autumn 1** | | **Autumn 1** | | **Spring 1** | | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| Reggae | Electronic | | Other cultures | | | Abba | | BBC 10 pieces | | Orchestra Sounds | |
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| **Performing Skills (vocal and instruments)** | | | | | | | | | | | |
| Use body to create different sounds. Take part in performance with others. Take part in performance with others. Work in pairs, duet. Perform solo.  Watch & follow conductor | | 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. Show pride in group achievement. | | 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.  Perform solo. | Join in songs/rhymes with some recognisable words. Identify where equipment goes. Pick instruments according to graphic score symbols. Suggest which instrument would make a certain sound. | | | | 4 Explore range of instruments in adult led activity. Play instrument in a group.  7 Decide who will play when. Show pride in group achievement.  Makes sound effects for stories/poems. | | Differentiate between singing & speaking voice. Search out specific instrument. Maintain silence. Work in pairs, duet. Play from graphic score. Watch & follow conductor |
| **Appraising Skills** | | | | | | | | | | | |
| Dance to music.  Experiment in different ways to music that is high or low, Begin to understand that there are different genres of music. Demonstrate appropriately audience behaviour. | | Respond to variety of sounds. Respond appropriately to volume. Seek sound source. Stop & start when the music does.  Communicate what they are doing. Demonstrate appropriately audience behaviour. | | Respond to music with body movements.  Move rhythmically to music. Answer simple questions about the music that is heard.  Communicate what they are doing. | Move rhythmically to music. Play musical statues appropriately. Answer simple questions about the music that is heard.  Experiment indifferent ways to music that is fast/slow. | | | | State what is good about a performance. Respond appropriately to music of others. Communicate how music makes them feel. Answer questions about their activity. | | Discuss what they are doing . Move body to music. Stop & start when the music does. Communicate what they are doing. Respond to other’s ideas. Have awareness of dynamics. |
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|  | | | | | | | | | | | |
| **Composing skills 3-7** | | | | | | | | | | | |
| Repeat action to get similar effect. Work alongside peer without support.  Describe sequence of actions. Follow symbols to make sounds that are high & low | Use switch to create sounds on a keyboard. Explore sound using a simple computer program. Choose symbols in computer program to create a sound pattern. | | Explore instruments to make different sounds. Remain focused on activity. Imitate others to create sound on an instrument. Improvise simple rhythm. | | | Imitate sound on an instrument. Copy simple rhythm. Describe sequence of actions. Improvise a simple rhythm. Choose an instrument for a specific job. | | Remain focused on activity. Repeat action to get similar effect. Select instrument for a function. Create sound to accompany a story. Follow symbols to make sounds that are loud/quiet. | | Imitate sound on an instrument. Select instrument for a function. Copy simple rhythm. Take turns to make sounds on their instrument. Improvise simple rhythm. | |
| **Listening & applying knowledge and understanding** | | | | | | | | | | | |
| Identify a hidden sound source. Correctly uses fast/slow. Listen to a peer making a sound | Correctly identify that a sound is a recorded one. Identify a hidden sound source. Record some sound sources. Correctly uses on/off. | | 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. | | | Try to echo a short melody with their voice. Imitate sounds that have a different tempo. Listen to a peer making a sound. | | Listen to themselves on a recording. Use simple criteria to describe music that is happy ,sad. Understand that music is part of celebrations and daily life. | | Remain on task for 2-3 minutes. Try to echo a short melody with their voice. Imitate sounds that have different dynamics. Listen to a peer making a sound. | |
| **2019-2020 Class 5** | | | | | | | | | | | |
| **Progressing Skills In The Science of Sound Through Music** | | | | | | | | | | | |
| Explore different sounds on electronic. Respond appropriately to volume. Imitates actions with support. Make vocal or physical sounds in response to music. 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 | | | | | | | | | | | |