



## Music Skills Progression in Westfield

	Foundation Stage	By the end of Year 2	By the end of Year 4	By the end of Year 6
<p>Singing songs with control &amp; able to expressively use their voice.</p>	<ul style="list-style-type: none"> <li>- Children sing songs, make sounds/music with untuned instruments.</li> </ul> <p><i>Exploring instruments and their voices</i></p> <ul style="list-style-type: none"> <li>- Use actions to songs from memory</li> <li>- Follow pitch movements with their hands and use high low &amp; middle voices</li> <li>- Able to identify changing pitch through movement</li> </ul>	<ul style="list-style-type: none"> <li>- To find &amp; use their singing voices confidently</li> <li>- Sing an accurate melody (at own pitch)</li> <li>- Sing in time (with sense of of pulse &amp; rhythm)</li> <li>- Start to sing with controlled pitch (following melodic shape)</li> <li>- Have awareness of other performers</li> <li>- Sing expressively</li> <li>- Ability to sing in call &amp; response fashion</li> <li>- Identify texture - two parts singing at the same time</li> </ul>	<ul style="list-style-type: none"> <li>- Sing using a wider vocal range on more difficult pieces confidently.</li> <li>- Sing in tune</li> <li>- Identify phrases/simple structures</li> <li>- Sing songs and create new vocal effects (through song &amp; warm up)</li> <li>- Recognise how different mouth shapes can affect vocal sounds</li> <li>- Ability to sing part of song 'in head' (e.g when working in harmony)</li> <li>- Sing with expression, awareness &amp; control with elements such as; dynamics, tempo &amp; timbre.</li> </ul> <p><i>Different contexts/senario's in place for different elements</i></p>	<ul style="list-style-type: none"> <li>- Sing with control over breathing control, posture &amp; projection of vocals</li> <li>- Ability to sing in tune with awareness of other/harmony parts</li> <li>- Sing expressively with others, as a class, small groups, alone and begin to have awareness of improvisation with the voice</li> <li>- All DR SMITH (<i>dynamics, rhythm, structure, melody, instrumentation, texture, harmony</i>)</li> <li>- Perform 3/4 part round, recognising how melody lines fit together</li> </ul>
<p>Movement, listening &amp; memory (inc. Music all around the world)</p>	<ul style="list-style-type: none"> <li>- Able to identify changing tempo through movement</li> <li>- Listen to piano playing (or changing tempo music) and move in time to the changing speed. Can confidently move in range of ways and organise themselves around the room taking into account other peers.</li> <li>- Represent own ideas/thoughts &amp; feelings through movement.</li> </ul> <p>- Children sing songs from memory with the use of actions to help recall words.</p> <p><i>Example</i></p> <p><i>Song: 'Friends friends' children independently work in pairs singing AND moving around the room</i></p>	<ul style="list-style-type: none"> <li>- Recall and remember short songs (rounds etc) and patterns on untuned percussion</li> </ul> <p><i>- Simple rounds; Row Your Boat, Londons Burning, I Like The Flowers etc</i></p> <ul style="list-style-type: none"> <li>- Physically respond when appraising and performing.</li> <li>- Identify different sounds</li> <li>- Identify SOME musical features (e.g beat, rhythm, melody)</li> <li>- Listen to live/recorded music &amp; be able to forge an opinion on what is heard.</li> <li>- Specific composer is chosen to focus on to listen to and</li> </ul>	<ul style="list-style-type: none"> <li>- Create sequences of movement in response to sounds</li> </ul> <p><i>Wider Listening</i></p> <ul style="list-style-type: none"> <li>● Peer Gynt Suite No. 1 by Edvard Grieg</li> <li>● Hans Zimmer Earth</li> <li>● William Tell Overture</li> <li>● Handels Messiah</li> <li>● Joseph (Egypt)</li> <li>● Cup rhythms - Video.</li> <li>● Nutcracker Suite - Dance of the Sugar Plum Fairy - Tchaikovsky</li> </ul>	<ul style="list-style-type: none"> <li>- Use pitched percussion to incorporate short melodies</li> <li>- Recognise different moods &amp; textures</li> <li>- Identify how a mood can be created by music &amp; lyrics</li> </ul> <p><i>*Film Music, rewrites. Eg major &amp; minor pieces over same filmed stimulus changes mood</i></p> <ul style="list-style-type: none"> <li>- Listen to lengthier pieces of music and pick out features</li> </ul> <p><i>Wider Listening examples:</i></p> <ul style="list-style-type: none"> <li>- Carmina Burana - 'O fortuna'</li> <li>- George Frideric Handel</li> </ul>

	<p><b>EXAMPLE**</b></p> <p><i>(In partners)</i> <b>FRIEND FRIEND HOW DO YOU DO?</b></p> <p><i>(Crosses over both hands to partner)</i></p> <p><b>BOTH MY HANDS I GIVE TO YOU</b></p> <p><i>(Hands crossed and held, spin partner)</i></p> <p><b>ROUND AND ROUND AND ROUND AND ROUND</b></p> <p><b>OFF TO FIND ANOTHER FRIEND</b> <i>(change partners)</i></p>	<p>explore features/techniques used</p> <p>Wider Listening:</p> <ul style="list-style-type: none"> <li>- Mars from The Planets by Gustav Holst</li> <li>- No Place Like by Kerry Andrew</li> <li>- Finlandia by Jean Sibelius</li> <li>- The Lark Ascending by Vaughan William</li> <li>- Bachianas brasileiras No. 2, The Little Train of the Caipira (people of the countryside)</li> </ul>	<ul style="list-style-type: none"> <li>- Identify melodic phrases and play them by ear <i>Using Xylophones, accessible to all students</i></li> <li>- Ability to identify structure through movement <i>*ABA etc</i></li> <li>- Wider listening to world music/new composers &amp; musicians</li> <li>- Wider Listening</li> <li>- In the Hall of the Mountain King from 'Peer Gynt'</li> <li>- The Firebird — suite (1911) (Finale)</li> <li>Delia Derbyshire – Doctor Who Theme (original theme by Ron Grainer)</li> <li>- Ludwig Van Beethoven - Symphony no.5</li> <li>- Intro/ending phrases can be identified</li> </ul>	<p>Zadok the Priest</p> <ul style="list-style-type: none"> <li>- John Adams - Short Ride In A Fast Machine</li> <li>- Toccata &amp; Fugue in DMinor - Johann Sebastian Bach</li> <li>- Georges Bizet - Habanera &amp; Toreador Song (Carmen Suite no 2)</li> <li>- Firebird</li> <li>- Is it love?</li> </ul>
<p>Pulse, instrument &amp; rhythm control</p> <p>Exploring melody, sounds and accompaniment</p>	<p>Able to identify beat and/or tap a beat to the majority of songs. Can control large and small movements relative to loud and quiet sounds.</p> <p><i>Use room to follow the changing piano - high/low/fast/slow/legato/staccato</i></p>	<ul style="list-style-type: none"> <li>- Explore different sources of sounds</li> <li>- <i>Living things, Machines, Acoustic Instruments, Living instruments, Nature</i></li> <li>- Recognise how making different sounds can give different messages</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise rhythmic patterns</li> <li>- Identify Ostinato (repeated pattern) <i>creating ostinatos based upon world music/body percussions sessions</i></li> <li>- Recognise rhymes and melodic patterns</li> <li>- Perform a repeating pattern to a constant beat</li> <li>- Comment on how sounds are used to create a mood</li> </ul>	<ul style="list-style-type: none"> <li>- Show different tempos by movement and clapping</li> <li>- Improvise rhythmic phrases including ostinato</li> <li>- Independently perform a small phrase to a constant pulse showing the importance of metronome</li> <li>- Recognise strong and weak beats - <i>Ability to subdivide the beat (LH 1-6 RH 1-3)</i></li> </ul>

	<ul style="list-style-type: none"> <li>-Explore well known films/TV Programmes to NEW Music</li> <li>- Identify SOME instruments <i>-(revert to wider listening)</i></li> <li>- Show/identify how sounds can be changed (and/or difference between two stimuli)</li> <li>- Control different ways percussion instruments make sounds <i>Experimental session &amp; junk percussion session (students to bring their own)</i></li> <li>- <i>Play/experiment with instruments in different ways and create different effects</i></li> <li>- Play &amp; hold instruments with sense of control</li> <li>- Begin to understand beat &amp; pulse within a bar</li> <li>- Singular notation to keep in time (with claps along to 4/4 piece)</li> <li><i>Use of simple time signature 4/4 is initiated - counting from 1-4.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Explore/perform types of accompanying</li> <li><i>Elements to create different accompaniments</i></li> <li>- Ability to show/recognise different pitch sounds (<i>EYFS recognising basics</i>)</li> <li>- Analyse ways sounds are used to accompany a song</li> </ul>	<ul style="list-style-type: none"> <li>- Control different ways percussion instruments make sounds <i>Experimental session &amp; junk percussion session (students to bring their own)</i></li> <li>- Created effects using different pitched sounds (<i>potentially use ICT to manipulate, eg garage band, logic, ableton etc</i>)</li> <li>- <i>Use of simple time signature 3/4 is initiated - counting from 1-3.</i></li> </ul>	
Composing	<ul style="list-style-type: none"> <li>- Contribute to the creation of class composition (taken in turns doing the same action/sound/movement)</li> <li><i>-Work in teams to create drumming piece</i></li> <li><i>- Around the circle names</i></li> <li><i>-Around the circle claps</i></li> <li><i>Repetition of activity weekly/monthly instigating a sense of beats etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Contribute to the creation of class composition instruments and voices</li> <li><i>- Group have same stimulus but are encouraged to create with different instruments and sound</i></li> <li><i>- graphic scores</i></li> </ul>	<ul style="list-style-type: none"> <li>- Choose different combinations of textures to create different sounds/layers</li> <li><i>- Wider Listening:</i></li> <li><i>- Steve Reich Electric Counterpoint.</i></li> <li><i>- The Beatles (created layering during 'A day in the life)</i></li> <li><i>- Minimalism - Robert Wilsmore</i></li> <li>- Create changing mood/emotion piece</li> <li><i>*Music &amp; Feelings</i></li> </ul>	<ul style="list-style-type: none"> <li>- Rewrite lyrics to a known song <i>End of year project</i></li> <li>- Exploit different sounds &amp; instruments to compose a soundscape (this can also be notated using symbols)e.g <i>graphic scores, give separate stimulus per group</i></li> <li>- Compose in small groups/pairs/alone using vast stimuli to develop their musical ideas into a finalised composition <i>*End of year composition</i></li> </ul>

	<p><i>-soundscapes</i></p>		<ul style="list-style-type: none"> <li>- Experiment with tunes based upon 5 notes (pentatonic scale) *e.g on <i>Xylophone/ pitched instrument</i></li> <li>- Compose in pairs</li> <li>- Produce an accompaniment to a known song *<i>Body Percussion</i></li> <li>- In groups design description music (to linked stimulus) *<i>Music &amp; Feelings/World Music</i></li> <li>- Graphic scores which enables all to be involved</li> </ul>	<p><i>- some stimulus based upon wider listening pieces</i></p>
<p>Reading Performance skills &amp; acknowledging them written</p>	<ul style="list-style-type: none"> <li>- Children use symbols to identify quiet and loud sounds (F &amp; p)</li> <li><i>One side of the room is 'F' &amp; one 'p', children choose the side which matches sound</i></li> <li><i>EXAMPLE:</i></li> <li><i>Song: 'We like to play very loudly' WITH actions</i></li> <li>- Can identify long and short sounds</li> <li><i>Actions to help indicate with arms</i></li> </ul>	<ul style="list-style-type: none"> <li>- Use &amp; can write symbols to identify sounds</li> <li>- 'F' = LOUD 'p' = SOFT</li> <li>- Can create &amp; perform long &amp; short sounds on instruments</li> <li>- Play &amp; sing phrases from dotted notation</li> <li><i>Notation initiated through symbols. E.g Triangle Shape = Triangle Plays</i></li> <li><i>-Spider, Fly notation technique (use syllables to create note values) before initiating staff notation</i></li> </ul>	<ul style="list-style-type: none"> <li>- Record own ideas/composition</li> <li>- Make class score, with one symbol (atleast) per student -<i>Graphic Score sessions (pre staff notation)</i></li> <li>- Use same stimulus between separate groups to establish/explore the way performers differ</li> <li>- Identify different parts whilst performing/watching/listening</li> <li><i>*Graphic score - visually obvious</i></li> </ul>	<ul style="list-style-type: none"> <li>- Use notation to as support to perform with (<i>Initiate Staff Notation</i>)</li> <li>- Sing well known songs with introduction to staff notation (as support)</li> <li>- Present performances with awareness of where it will be with an awareness of the target audience, venue &amp; occasion</li> <li><i>End of year show/project/planning</i></li> </ul>
<p>Evaluation/appraising</p>		<ul style="list-style-type: none"> <li>- Choose sounds and instruments carefully and make improvements to their work &amp; others.</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledge that (and how) music can reflect different intentions.</li> </ul>	<p>Ability to recognise musical elements and us this to evaluate, compare &amp; analyse their individual &amp; peers work</p>