



# Music

## Progression in Skills at Fawkham CEP School



Music Topics – Skills run throughout every topic although each topic does have a musical focus

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Year 1 of cycle</b> <b>Term 1</b> About me What a rhyme <b>Term 2</b> When I go to sleep <b>Term 3</b> Who can help me? <b>Term 4</b> In the land of make believe <b>Term 5</b> In the garden <b>Term 6</b> Under the sea  <b>Year 2 of cycle</b> <b>Term 1</b> About me <b>Term 2</b> Bears, Bears, Bears <b>Term 3</b> Into the woods <b>Term 4</b> Yum, Yum <b>Term 5</b> In the garden <b>Term 6</b> Where shall we go today?	<b>Term 1</b> Where I live and Our school. <b>Exploring sounds</b> Toys– 1/2 <b>Beat</b>  <b>Term 2</b> One Upon a Time Story time– 1/2 <b>Exploring sounds</b> <b>Term 3</b> Frozen Kingdom Our bodies– 1/2 Beat Ourselves – 1/2 <b>Exploring sounds</b> <b>Term 4</b> Superheroes Machines– 1/2 <b>Beat</b> <b>Term 5</b> Africa/Safari Pattern– 1/2 <b>Beat</b> <b>Term 6</b> Pirates Water– 1/2 <b>Pitch</b>	<b>Term 1 and 2</b> Space Seasons– 1/2 <b>Pitch</b> Number – 1/2 <b>Beat</b>  <b>Term 3 and 4</b> Looking After Our World Our land – 2 <b>Exploring sounds</b> Weather– 1/2 <b>Exploring sounds</b>  <b>Term 5</b> Big City Travel– 1/2 <b>Performance</b>  <b>Term 6</b> Paws, Claws and Whiskers Animals– 1/2 <b>Pitch</b>	<b>Term 1</b> Make a Splash! Sounds - 3/4 <b>Exploring sounds</b> Time - 3/4 <b>Beat</b>  <b>Term 2</b> Rainforest Communication 3/4 <b>Composition</b> Building 3/4 <b>Beat</b>  <b>Term 3</b> Pre-historic world In the past 3/4 <b>Pitch</b>  <b>Term 4</b> Poetry Poetry 3/4 <b>Performance</b>  <b>Term 5 and 6</b> DRAGONS Human body – 3 <b>Structure</b> China - 3 <b>Pitch</b>	<b>Term 1</b> Trash or Treasure? Recycling – 4 <b>Structure</b>  <b>Term 2</b> Frozen Kingdom Round the world – 4 <b>Pitch</b>  <b>Term 3</b> Scrumdiddlyumptious! Food and drink 3/4 <b>Performance</b>  <b>Term 4</b> Poetry Singing French <b>Pitch</b>  <b>Term 5</b> Extreme Earth Environment 3/4 <b>Composition</b>  <b>Term 6</b> Rotten Romans! Ancient worlds 3/4 <b>Structure</b>	<b>Term 1</b> Space Solar system - 5 <b>Listening</b>  <b>Term 2</b> Fawkham Child (Victorians) Keeping healthy – 5 <b>Beat</b>  <b>Term 3</b> Raging Rivers Explore Life cycles – 5 <b>Structure</b>  <b>Term 4</b> Classics. Poetry Growth – 5 <b>Performance</b>  <b>Term 5</b> Ancient Greece Journeys- 6 <b>Performance</b>  <b>Term 6</b> What a Performance! Class awards -6 <b>Performance</b>	<b>Term 1</b> All About Me Our community - 5 <b>Performance</b>  <b>Term 2</b> Shakespeare. At the movies – 5 <b>Composition</b>  <b>Term 3</b> WWII World unite- 6 <b>Performance</b>  <b>Term 4</b> Classics. Poetry. Roots – 6 <b>Performance</b>  <b>Term 5</b> Egyptians Celebration - 5 <b>Performance</b>  <b>Term 6</b> What a Performance! Moving on-6 <b>Performance</b>

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### Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Use their voice to speak, sing and chant <b>(1)</b></p> <p>-Join in with singing <b>(2)</b></p> <p>- To clap short rhythmic patterns <b>(3)</b></p> <p>-To experiment and create sounds with different instruments.</p>	<p><b>-See EYFS Skills (1,2,3)</b></p> <p>-Use instruments to perform a simple piece.</p> <p>- Respond to musical indications about when to play or sing.</p> <p>-Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse.</p>	<p>-Understand the importance of a warm-up.</p> <p>-Follow the melody using their voice or an instrument.</p> <p>-Sing songs as an ensemble following the tune (melody) well.</p> <p>-Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes).</p> <p>-Play simple rhythmic patterns on an instrument.</p> <p>-Sing/clap a pulse increasing or decreasing in tempo.</p> <p>-Have control when playing instruments.</p> <p>-Perform musical patterns keeping a steady pulse.</p>	<p>-Sing songs from memory with increasing expression, accuracy and fluency.</p> <p>-Maintain a simple part within an ensemble.</p> <p>-Modulate and control their voice when singing and pronounce the words clearly.</p> <p>-Play notes on tuned and un-tuned instruments with increasing clarity and accuracy.</p> <p>-Improvise (including call and response) within a group using the voice.</p> <p>-Collaborate to create a piece of music.</p>	<p>-Perform a simple part of an ensemble rhythmically.</p> <p>-Sing songs from memory with increasing expression, accuracy and fluency.</p> <p>-Improvise using repeated patterns with increasing accuracy and fluency.</p>	<p>-Sing and use their understanding of meaning to add expression</p> <p>-Perform 'by ear' and from simple notations.</p> <p>-Improvise within a group using melodic and rhythmic phrases.</p> <p>-Recognise and use basic structural forms e.g. rounds, variations, rondo form.</p> <p>-Maintain their part whilst others are performing their part.</p>	<p>-Sing a harmony part confidently and accurately.</p> <p>-Perform using notations.</p> <p>-Take the lead in a performance.</p> <p>-Take on a solo part.</p> <p>-Provide rhythmic support.</p> <p>-Perform parts from memory.</p>
<b>Greater Depth Skills</b>						
-Perform a rhythm	-Perform a rhythm to a steady pulse.	-Sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse.	-Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.	-Use selected pitches simultaneously to produce simple harmony.	-Use pitches simultaneously to produce harmony by building up simple chords. -Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.	-Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.



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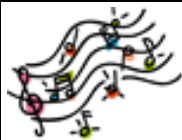


#### Composing

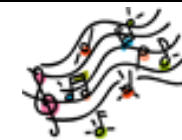
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>-Make a range of sounds with their voice (1).</li> <li>-Make a range of sounds with instruments (2)</li> <li>-Represent sounds pictorially.</li> <li>-Begin to sequence sounds to create a rhythm or beat.</li> </ul>	<ul style="list-style-type: none"> <li>-See EYFS skills (1,2,</li> <li>-Identify changes in sounds.</li> <li>-Tell the difference between long and short sounds.</li> <li>-Repeat (short rhythmic and melodic) patterns.</li> <li>-Represent sounds pictorially.</li> <li>-Make a sequence of sounds for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>-Order sounds to create a beginning, middle and end</li> <li>-Represent sounds pictorially with increasing relevance.</li> <li>-Choose sounds to achieve an effect (including use of technology).</li> <li>-Begin to compose short melodic patterns using two or three notes (tuned instruments/voice).</li> <li>-Create short, rhythmic patterns – sequences of long and short sounds.</li> <li>-To be selective in the control used on an instrument in order to create an intended effect.</li> <li>-Create their own symbols to represent sounds.</li> <li>-Choose sounds to create an effect on the listener.</li> </ul>	<ul style="list-style-type: none"> <li>-Create repeated patterns using a range of instruments.</li> <li>-Create accompaniments for melodies.</li> <li>-Combine different sounds to create a specific mood or feeling.</li> <li>-Understand how the use of tempo can provide contrast within a piece of music.</li> <li>-Begin to read and write musical notation.</li> <li>-Effectively choose, order, combine and control sounds to create different textures.</li> <li>-Use silent beats for effect (rests).</li> <li>-Combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition.</li> </ul>	<ul style="list-style-type: none"> <li>-Use notations to record and interpret sequences of pitches.</li> <li>-Use standard notation.</li> <li>-Use notations to record compositions in a small group or on their own.</li> <li>-Use notation in a performance.</li> </ul>	<ul style="list-style-type: none"> <li>-Use technology to change sounds or organise them differently to change the effect.</li> <li>-Use their notations to record groups of pitches (chords).</li> <li>-Use a music diary to record aspects of the composition process.</li> <li>-Choose the most appropriate tempo for a piece of music.</li> <li>-Use technology to compose music which meets a specific criterion.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise that different forms of notation serve different purposes.</li> <li>-Use technology to support their notation.</li> <li>-Combine groups of beats.</li> <li>-Use a variety of different musical devices in their composition. (e.g. melody, rhythms and chords)</li> </ul>

#### Greater Depth Skills

<ul style="list-style-type: none"> <li>-Repeat (short rhythmic and melodic) patterns.</li> <li>-Begin to read pictorial representations of music. (e.g. colour-coded bells, music story maps)</li> </ul>	<ul style="list-style-type: none"> <li>-Give a reason for choosing an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>-Use simple structures (e.g. repetition and order) in a piece of music.</li> <li>-Know that phrases are where we breathe in a song.</li> </ul>	<ul style="list-style-type: none"> <li>-Compose a simple piece of music that they can recall to use again.</li> <li>-Understand metre in 4 beats; then 3 beats.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore and use sets of pitches, e.g. 4 or 5 note scales.</li> <li>-Show how they can use dynamics to provide contrast.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the relation between pulse and syncopated patterns.</li> <li>-Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</li> </ul>	<ul style="list-style-type: none"> <li>-Show how a small change of tempo can make a piece of music more effective.</li> <li>-Use the full range of chromatic pitches to build up chords, melodic lines and bass lines.</li> </ul>
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### Appraising

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>-Say if they like or dislike a piece of music.</li> <li>-Identify and distinguish environmental sounds.</li> <li>-Begin to describe the sounds. (e.g. loud, soft, high, low, fast, slow)</li> <li>-Begin to express how music makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>-Form an opinion to express how they feel about a piece of music.</li> <li>-Identify what different sounds could represent and give a reason why.</li> <li>-Recognise repeated patterns.</li> <li>-Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds.</li> <li>-Hear the pulse in a piece music.</li> <li>-Tell the difference between loud and quiet sounds.</li> <li>-Describe how sounds are made and changed.</li> <li>-Respond to different moods in music and say how a piece of music makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify particular features when listening to music.</li> <li>-Begin to associate sounds they hear with instruments.</li> <li>-Independently identify the pulse in a piece of music and tap along.</li> <li>-Listen carefully to recall short rhythmic patterns.</li> <li>-Begin to recognise changes in timbre, dynamics and pitch.</li> <li>-To be able to recognise and name different instruments by sight.</li> <li>-Evaluate and improve their own work and give reasons.</li> </ul>	<ul style="list-style-type: none"> <li>-Use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.</li> <li>-Evaluate and improve their work, explaining how it has improved using a success criterion.</li> <li>-Recognise the work of at least one famous composer.</li> <li>-Know that music can be played or listened to for a variety of purposes (including different cultures and periods in history).</li> <li>-To able to recognise a range of instruments by ear.</li> <li>-To internalise the pulse in a piece of music.</li> <li>-Recognise the symbol for crotchet and crotchet rests.</li> <li>-To know that high on the staff means a higher pitch.</li> <li>-Identify the features within a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain why silence is used in a piece of music and say what effect it has.</li> <li>-Start to identify the character of a piece of music.</li> <li>-Describe and identify the different purposes of music.</li> <li>-Begin to identify with the style of work of established composers (e.g. Beethoven, Mozart, Elgar etc).</li> <li>-Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe, compare and evaluate music using musical vocabulary.</li> <li>-Suggest improvements to their own or others' work.</li> <li>-Choose the most appropriate tempo for a piece of music.</li> <li>-Identify and begin to evaluate the features within different pieces of music.</li> <li>-Contrast the work of established composers and show preferences.</li> </ul>	<ul style="list-style-type: none"> <li>-Refine and improve their work.</li> <li>-Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>-Compare and contrast the impact that different composers from different times will have had on the people of the time.</li> <li>-Analyse features within different pieces of music.</li> </ul>
<b>Greater Depth Skills</b>						
<ul style="list-style-type: none"> <li>-Identify reasons why they like some music more than others.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify texture - listening for whether there is more than one sound at the same time.</li> <li>-Identify musical structure in a piece of music (verse, chorus etc).</li> </ul>	<ul style="list-style-type: none"> <li>-Tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise changes in sounds that move incrementally and more dramatically.</li> <li>-Compare repetition, contrast and variation within a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify how a change in timbre can change the effect of a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain how tempo changes the character of music.</li> <li>-Identify where a gradual change in dynamics has helped to shape a phrase of music.</li> </ul>	<ul style="list-style-type: none"> <li>-Appraise the introductions, interludes and endings for songs and compositions they have created.</li> </ul>

