



The Wider Curriculum at St Alban's

Music: Progression of skills

Our curriculum enables all pupils to be curious, enthusiastic and knowledgeable learners for life. It builds resilience, perseverance and independence and encourages children to take risks, solve problems and think for themselves. It helps them to become active and caring members of our school family and wider society.



	Performance Skills (Singing & Instrumentation)		Improvisation & Composition	Aural & Theoretical Knowledge	Personal & Cultural Development	Evaluation
Musical Elements	<p>Technique: posture, tone production and control of expressive qualities</p> <p>Range: notes and rhythms used when performing</p> <p>*Dynamic Contrasts: Moving from loud sounds to soft sounds.</p>		<p>Melody: improvising and refining rhythmic and melodic patterns and extended structures</p> <p>Harmony Yr 6: harmonising and adding additional part(s)</p>	<p>Rhythm: including pulse and tempo</p> <p>Expression (dynamics, articulation and tone)</p>	<p>Music from own, English and other local, national and world heritages</p> <p>Western classical music, its periods and influences Popular music and cross cultural fusion</p> <p>Making a contribution to cultural life Yr 3 & 6 (creating or performing music for an event)</p> <p>Independence (through working on own)</p> <p>Team work and leadership (through working with others)</p> <p>Emotional development Yr 4&5 (through expressing and communicating feelings and emotions through music)</p>	<p>Improvement: evaluate pieces of music, identify features which are strengths and suggest improvements.</p> <p>Context: identify and compare features of music from different periods and traditions and for different purposes</p>
	<u>Singing</u>	<u>Instrumentation</u> Yr 1: Percussion Yr 2: Recorders Yr 3: Recorders Yr 4: Clarinets Yr 5& 6: Xylophones	<p>Expression Yr 4-6: using musical expression when improvising and composing</p>			
Year 1	<p>Technique</p> <ul style="list-style-type: none"> To find their singing voice and use it confidently. 	<p>Range</p> <ul style="list-style-type: none"> Exploring a range of percussion instruments Rhythms (using visual) crotchets and quavers 	<p>Melody</p> <ul style="list-style-type: none"> Exploration of combined sounds and rhythms. Explore high and low sounds 	<p>Rhythm</p> <ul style="list-style-type: none"> Identify the pulse and join in getting faster and slower Begin to internalise and identify rhythmic patterns 	<p>Team Work & Leadership</p> <ul style="list-style-type: none"> Taking turns in pairs <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music Making a contribution to Cultural life Perform with class in a school assembly 	<p>Improvement</p> <ul style="list-style-type: none"> Identify 1 good feature of own work <p>Context</p> <ul style="list-style-type: none"> Respond physically when performing, composing and appraising music
Year 2	<p>Technique</p> <ul style="list-style-type: none"> Basic posture. Dynamic Contrasts 	<p>Range</p> <ul style="list-style-type: none"> First three notes (BAG) Rhythms (using visual and notation) crotchets & quavers 	<p>Melody</p> <ul style="list-style-type: none"> Exploration of combined sounds, pitch and rhythms. Explore dynamic choices 	<p>Rhythm</p> <ul style="list-style-type: none"> Accurately identify the pulse Identify and repeat simple rhythmic patterns <p>Expression</p> <ul style="list-style-type: none"> Dynamics (loud and soft) 	<p>Team Work & Leadership</p> <ul style="list-style-type: none"> Work in small groups and pairs Making a contribution to Cultural life Singing songs from local, national and pupil's own heritage Perform to an audience 	<p>Improvement</p> <ul style="list-style-type: none"> Identify good features of own work <p>Context</p> <ul style="list-style-type: none"> Respond physically and verbally to the different moods in music

				<ul style="list-style-type: none"> • Timbre of different instruments 		
Year 3	<p>Technique</p> <ul style="list-style-type: none"> ▪ Basic posture with relaxed shoulders. ▪ Varying dynamic contrasts* ▪ Breathing to show phrases 	<p>Range</p> <ul style="list-style-type: none"> ▪ First six notes (D,E,F,G,A,B) ▪ Rhythms (using notation) using: Quavers, Crochets & Minims 	<p>Melody</p> <ul style="list-style-type: none"> • Improvise a 1 bar rhythm • Improvise a 1 bar melodic phrase 	<p>Rhythm</p> <ul style="list-style-type: none"> ▪ Crotchets and rests (in four beat rhythms) • Minims and minim rests (in four beat rhythms) <p>Expression</p> <ul style="list-style-type: none"> • Dynamics (loud and soft) 	<p>Team Work & Leadership</p> <ul style="list-style-type: none"> • With teacher's guidance work in a group to improve a group performance or composition <p>Independence</p> <ul style="list-style-type: none"> ▪ Following teacher's guidance, practise at home to improve an aspect of playing <p>Making a contribution to Cultural life</p> <ul style="list-style-type: none"> ▪ Perform an ensemble assembly for a meaning and purpose 	<p>Improvement</p> <ul style="list-style-type: none"> ▪ Improve own work <p>Context</p> <ul style="list-style-type: none"> ▪ Evaluate the features of music for different purposes
Year 4	<p>Singing Technique</p> <ul style="list-style-type: none"> ▪ Open mouth, relaxed jaw and clear pronunciation ▪ Dynamic range 	<p>Instrumentation Range</p> <ul style="list-style-type: none"> ▪ First four or five notes. ▪ Rhythms (using notation) using: Quavers, Crochets, Minims & Semibreves 	<p>Melody</p> <ul style="list-style-type: none"> ▪ Improvise an ostinato/riff • Improvise a melodic phrase within a structure <p>Expression</p> <ul style="list-style-type: none"> • Indicate tempo 	<p>Rhythm</p> <ul style="list-style-type: none"> • 4/4, bars and bar lines (strong and weak beats) • Crochets, minims, semibreves and rests <p>Expression</p> <ul style="list-style-type: none"> • Contrasting dynamics (forte / piano) and articulation (staccato / legato) 	<p>Team Work & Leadership</p> <ul style="list-style-type: none"> ▪ Without teacher's help work in a group to improve a group performance or composition <p>Independence</p> <ul style="list-style-type: none"> ▪ Identify an aspect of performing or composing to improve through working at home <p>Emotional Development</p> <ul style="list-style-type: none"> ▪ Express contrasting emotions through music (e.g. happy, sad) 	<p>Improvement</p> <ul style="list-style-type: none"> ▪ Suggest improvements for own and others work <p>Context</p> <ul style="list-style-type: none"> ▪ How venue and occasion influence performance and composition
Year 5	<p>Singing Technique</p> <ul style="list-style-type: none"> ▪ Even tone across the dynamic range with clear open vowels 	<p>Instrumentation Range</p> <ul style="list-style-type: none"> ▪ Range approximately an octave ▪ Rhythms (using notation) using: Quavers, Crochets, Minims, Dotted Minims & Semibreve 	<p>Melody</p> <ul style="list-style-type: none"> • Improvise and refine a melodic phrase (e.g. for intros, bridges and outros for songs) <p>Expression</p> <ul style="list-style-type: none"> • Use dynamic contrasts when improvising 	<p>Rhythm</p> <ul style="list-style-type: none"> • 4/4 & 3/4, bars and bar lines (strong and weak beats) • Quaver pairs, Crochets, minims, semibreves and rests <p>Expression</p> <ul style="list-style-type: none"> • Contrasting dynamics (mezzo forte / mezzo piano) and articulation (staccato / legato) 	<p>Team Work & Leadership</p> <ul style="list-style-type: none"> ▪ Able to take the lead and to respond to the leadership of others <p>Independence</p> <ul style="list-style-type: none"> ▪ Without teacher's guidance learn a piece of music or create own composition <p>Emotional Development</p> <ul style="list-style-type: none"> • Perform or create music to elicit emotions in others 	<p>Improvement</p> <ul style="list-style-type: none"> ▪ Suggest improvements for own and others work (<i>cont. from Yr 4</i>) <p>Context</p> <ul style="list-style-type: none"> ▪ How music changes over time ▪ How music demonstrates cross cultural influences
Year 6	Singing Technique	Instrumentation Range	Melody	Rhythm	Team Work & Leadership	Improvement

	<ul style="list-style-type: none"> Animated facial expression Changes in articulation including staccato and accents 	<ul style="list-style-type: none"> Range beyond an octave in more than one key Rhythms (using notation) using: Quavers, Crochets, Minums, Dotted Minums & Semibreve Rhythmic playing with changes in tempo 	<ul style="list-style-type: none"> Create and notate a melody / song Expression Use tempo and dynamic variation Harmony Harmonise a melody 	<ul style="list-style-type: none"> 3/4, 2/4 with semiquavers and rests, dotted rhythms Variation of tempo Key signatures up to two sharps and flats Expression Variation of dynamics (cresc and dim) and articulation (slurs, accents) 	<ul style="list-style-type: none"> Work with others to prepare an ensemble piece or composition to perform Independence Carry out own musical investigation Making a contribution to Cultural life Play or create music for a specific purpose or occasion 	<ul style="list-style-type: none"> Justify musical decisions and judgements Context How different styles influence creation of Music
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NC Objectives

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.