

# Grayrigg CE Primary School Skill Progression for Music

Rolling Program of Topics	Autumn	Spring	Summer
<b>THE ACORNS - Years 1 &amp; 2</b>			
YEAR A	Songs from Sing up then rehearsal for Nativity.	Year 1- Playing untuned percussion creating rhythms that can be copied and repeated on the same or different instruments. Year 2- Introduce simple tuned instruments (5 notes of chime bar), create some two or three note rhythms that can be copied and repeated- create own notation for this.	JUNK MUSIC Year 1- put together a junk band and play together with same rhythms Year 2- Put together a junk band that can play two different rhythms together.
YEAR B			
<b>THE OAKS - Years 3 &amp; 4</b>			
YEAR A (inc. York res.)	Sings from sing up + Christmas Factor songs	STOMP group performances introducing more rhythms and notation, as children are ready. Discuss how rhythms slot together, how one beat may be stressed. start with body percussion then move onto junk- focus on seated junk and three separate rhythms that can be recorded with notation and repeated- children play different parts following the notation.	
YEAR B	Songs from Sing up + Nativity writing and rehearsing	Use <a href="#">Our Music classroom</a> <ol style="list-style-type: none"> <li>1. Learning to play: Introduction, notes, technique and first simple tune</li> <li>2. Simple tunes: Old Mc Donald, New World, Ode to joy</li> <li>3. Introduce the Ocarina book</li> <li>4. Composition with ocarina</li> </ol>	
<b>THE MIGHTY OAKS - Years 5 &amp; 6</b>			
YEAR A (inc. London res.)	Sings from sing up + Christmas Factor songs	Introduce the recorder and notations for notes D, C, B, A, G, Learn to play with correct fingering, follow music and play a simple song.	Introduce second hand note- e Learn to play with correct fingering, follow music and play a simple song, some children learn to accompany on the keyboard.
YEAR B	Songs from Sing up + Nativity writing and rehearsing	STOMP children overlay difference rhythms and have a go at exploring some tuned junk- e.g. replicating sounds with bottles. introduce roles in the performance piece, someone to hold the beat, moments of silence, crescendo.	

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	Tiny Acorns	Acorns	Oaks	Mighty Oaks
Singing	Singing for fun, making up own songs, exploring voices.	Basic posture with relaxed shoulders Dynamic contrasts Breathing to show phrases Range of a sixth By ear	Range of an octave, mostly by step Using notation	Open mouth, relaxed jaw and clear pronunciation Dynamic range Range of an octave with leaps
Instrument	Within the environment lots of opportunities for sound making and music making both real instruments and non-instruments.	(For classroom percussion) Basic posture Dynamic contrast Limited range Rhythmic patterns By ear Use of graphic score	(Not classroom percussion instrument) Basic posture Clear tone First four or five notes (or 3 chords) Rhythms (using notation) with two note lengths Use of staff notation	Dynamic contrasts Articulation contrasts Phrasing Range about an octave (or 6 chords) Rhythmic playing with at least three note lengths
Performing with others	Nativity, Collective Worship, Grayrigg Concert and for their class or rest of school	Unison	two parts including simple rounds.	more than two parts including rounds
melody		Free exploration of pitch and rhythm High and low	Improvise a 1 bar rhythm Improvise a 1 bar melodic phrase (3 pitches) Three note melody	improvise an ostinato (e.g. for an accompaniment) Improvise a melodic phrase (up to 5 pitches) within a structure First five notes of a major scale on a clef
Harmony		Explore combinations of sounds	Play a rhythm to a beat, layer two rhythms	Explore layering of rhythmic and / or melodic phrases
expression		Explore dynamic choices Explore instrument choices Dynamics (loud and soft) Timbre of different instruments		Indicate tempo Contrasting dynamics (fortepiano) and articulation (staccato / legato)
rhythm	Keep a simple beat	Pulse (moving in in time to music) Simple rhythmic patterns aurally (identify / repeat)	Crotchets and rests (in four beat rhythms) Quaver pairs or minims and minim rests (in four beat rhythms)	4/4, bars and bar lines (strong and weak beats) Crochets, quaver pairs, minims, semibreves and rests
Evaluation	Listening to music, free choice of what they play	Use of musical choices to create an effect Respond to different moods in music Identify good features	Features of music for different purposes Improve own work	How musical concepts are used to reflect different intentions How music reflects different cultural contexts How venue and occasion influence performance and composition Suggest improvements for own and others work