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| **Music Progression of Skills** | | |
| The document below shows how we cover all of the relevant music knowledge and skills across our school. The context in which these topic –based units are taught is left to the discretion of individual teachers, who try where they can to match them to their year group’s termly topic. **The units in bold must be taught in order to ensure progression in knowledge in skills across the school. (Draft copy – please note these have not been decided/put in bold yet!)**  Please see the individual Year Groups Termly overview for content of the Music studied at St Michael’s School. | | |
| \\STM-Server1\arvind.hirani$\Documents\Desktop\JPG-WhiteBackground.jpg | KS2 Areas of study   Sing and play musically with increasing confidence and control.  Develop and understanding of musical composition, organising, manipulating ideas within music structures, and reproducing sounds from aural memory.  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. | |
| Singing songs with control and using the voice expressively. | **Year 5 and 6**   Sing songs with increasing control of breathing, posture and sound projection.   Sing songs in tune and with an awareness of other parts.   Identify phrases through breathing at appropriate places.   Sing with expression and rehearse with others.   Sing a round in two parts, and identify the melodic phrases and how they fit together.   Sing confidently as a class, in small groups and alone and begin to have an awareness of improvisation with the voice. | |
| Listening, Memory and Movement. | **Year 5 and 6**   Internalise short melodies and play these on pitched percussion (play by ear).   Create dances that reflect musical features.   Identify different moods and textures.   Identify how a mood is created by music and lyrics.   Listen to longer pieces of music and identify features.     Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces **l**inked to space. (Year 5 Solar system) | |
| Evaluating and appraising | **Year 5 and 6**   Recognise how music can reflect different intentions. | |
| Controlling pulse (beat) and rhythm | **Year 5**  **** Create an invigorating performance using new musical techniques. Musical focus – beat. (Keeping healthy) | **Year 6** |
| Exploring sounds, pitch, melody and accompaniment. |  |  |
| Composition | **** Variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures. (Life cycles)  **** Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. Learn a song, and compose pieces linked to space. (Year 5 Solar system)  **** Explore music from 1920s animated films -present day movies. Learn techniques for creating soundtracks & film scores. Compose their own movie music. (At the movies) |  |
| Reading and writing notation |  |  |
| Performance skills | **** The song Jerusalem provides basis for looking at changes through time. Opportunities to compose and perform music inspired by their local community, both past and present. (Our community)  **** Variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures. (Life cycles)  **** Create an invigorating performance using new musical techniques. Musical focus – beat. (Keeping healthy)  **** Celebration in song to perform -class assembly, school concert or fete. | **** Step dance performance. Explore rhythm and melody in singing, movement and dance. Learn about beat, syncopation, pitch and harmony. Celebrate the universal language of music. (World unite)  **** Song cycle performance.Learn/sing songs with thoughts of change and transition. Song performance. (Journeys)  **** Street dance performance.Explore Ravel’s Bolero through rhythmical mine. Learn songs with instrumental accompaniments. Create a dance to build into street performance. (Growth)  **** Mini musical performance.A complete musical performance about the effects of the slave trade on a West African village. Musical features -traditional Ghanaian songs and percussion rhythms. (Roots)  **** Awards show performance.Musical awards show customised for class. Individual awards presented along with fanfare, rap, song and famous music in a final grand ceremony.  **** Leavers’ assembly performance. Two songs, one looking back, one looking forward. Musical device for linking them to provide a moving celebration of the children’s happy memories and their hopes for the future |

 Indicates main focus of unit.