


Southwark Music's Curriculum Progression in Skills

All statements for each year are continually built upon during the following years.

Skill Family 	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Vocal	<p>I can join in with a variety of action songs.</p> <p>I can sing individually in a call/response song.</p> <p>I can use basic Makaton signs for song lyrics.</p> <p>I can distinguish between talking, whispering and singing voice.</p> <p>I can choose words and actions to be included in known songs, and decide whether songs should be sung fast/slow, loud/soft.</p> <p>I can use sensory props to help describe the shape/pulse/rhythm of songs.</p>	<p>I can pitch match (sing in tune) and sing short sections of songs as a solo.</p> <p>I have used thinking voice (silent) to count or feel the pulse with accuracy and control.</p> <p>I can choose my own words and actions to be included in known songs and suggest whether a song should be sung with higher or lower pitches.</p>	<p>I can sing with good posture and breathing using a gentle 'Angel Voice'.</p> <p>I can sing cumulative songs and memorise the words.</p> <p>I can sing a song while playing an instrument.</p>	<p>I have sung so/mi (and, if ready, la) phrases following teacher's hand signs.</p> <p>I have performed a song in a small group in two ways, eg. loud & soft, fast & slow, high-low.</p> <p>I have accurately sung a call and response song in two parts and used complex actions while singing action songs.</p>	<p>I have sung so/mi/la phrases following teacher's hand signs.</p> <p>I can sing songs in two and four part rounds.</p>	<p>I have sung do/re/mi/so/la phrases following teacher's hand signs.</p> <p>I can sing a pentatonic song with good intonation alone or with a partner.</p> <p>I have sung simple me/so and doh/re/mi phrases from solfa notation.</p> <p>I have adapted and performed a playground song in a small group.</p>	<p>I have sung do/re/mi/fa/so/la phrases following teacher's hand signs.</p> <p>I can sing a chosen song from this module adding drones, ostinatos, call and response, partner songs.</p> <p>I can sing a part in a cyclic piece of music.</p>	<p>I have sung do/re/mi/fa/so/la/ti phrases following teacher's hand signs.</p> <p>I can sing a song in compound time.</p> <p>I can create new lyrics to a known song in compound time.</p> <p>I can sing a song from the Medieval, Renaissance and Baroque Period of Western Classical Music.</p> <p>I have explored using ornaments in songs.</p> <p>I have sung songs in Monophony and Homophony.</p>

Instrumental	<p>I can recognise opposites (faster/slower, louder/quieter, higher/lower)</p> <p>I can play a percussion instrument softly and loudly, fast and slow, high and low and follow the conductor.</p> <p>I can decide whether instruments should be played loud/soft, fast/slow, high/low.</p> <p>I can distinguish between wooden/metal/shakers/drums visually and by sound alone.</p>	<p>I can tap and play a percussion instrument to the pulse of a known song.</p> <p>I can successfully play a two part percussion piece, taking turns with the other section.</p> <p>I can tap the pulse with claves in a song with the speed changing. I can play the rhythm of a known song on claves.</p> <p>I can decide and show with my hands whether instruments should be played fast/slow, loud/soft, or get gradually louder/softer, faster/slower. I can show with my hands when instruments should start and stop.</p>	<p>I have played instruments and used the voice in different ways as part of a class piece based on a story.</p> <p>I have used long and short sounds to make an interesting sequence of sounds.</p> <p>I can play rhythm copy cats on percussion instruments.</p> <p>I can play an ostinato with a sense of pulse while other pupils play/sing another part.</p>	<p>I can improvise short, simple melodies using So/Mi on chime bars.</p> <p>I can play the high and low notes in a known song.</p> <p>I have followed symbols to play percussion instruments loud/soft, fast/slow, high/low.</p> <p>I can play So/Mi/La phrases from teacher's hand signs.</p> <p>I can play a rhythm using crotchets and quavers accurately in 4 parts on tuned and untuned percussion.</p>	<p>I have created and performed a descriptive piece of music in a group.</p> <p>I have held my own part in exploring new ways of performing a known song.</p> <p>I can find the tunes of known songs on tuned instruments given the starting note.</p>	<p>I have played known pentatonic songs and improvised/composed my own pentatonic song on tuned instruments.</p> <p>In a small group I have composed and performed a sound picture based on a work of art.</p> <p>I can work out the structure of a known song.</p>	<p>I have composed, notated and performed a melody with a partner.</p> <p>I can play a tuned instrument as part of an instrumental class performance of a known song in 2 or more parts..</p> <p>I have held a steady rhythmic part in a 3 or 4 part raga and Tintal rhythm cycle.</p> <p>I can play a known and unknown melody from staff notation.</p> <p>I can compose and notate a short melody in C major.</p>	<p>I can compose a compound song with a drone and perform.</p> <p>I have explored and can recognise music from six periods of the Western Classical Music Timeline.</p> <p>I can play a bass line on tuned percussion.</p> <p>I can create a Graphic Score to describe the dramatic movements in a symphony.</p>
Pitch/rhythm/notation	<p>I use large gestures to show changes of pitch (higher/lower)</p>	<p>I use large gestures to show changes of pitch (higher/lower/middle)</p> <p>I can clap and make up my own 4 beat rhythm</p>	<p>I can distinguish between pulse and rhythm.</p> <p>I use large gestures to show changes of pitch (higher/lower/middle/medium low)</p>	<p>I have played 4 beat rhythms using quavers, crotchets, minims and crochet rests accurately in a group.</p> <p>I can read/clap rhythm notation cards which use quavers, crotchets, minims and crochet rests.</p>	<p>I can play the pulse to known songs of different tempi including some in compound time.</p> <p>I can read/clap rhythm notation cards which use quavers, crotchets, minims, crochet rests, semi-quavers and dotted crotchets.</p> <p>I can find the melody of known songs with a limited number of</p>	<p>I can improvise four bar rhythms (clapping) with 3 other children in different structures.</p> <p>I can read/clap rhythm notation cards which use quavers, crotchets, minims, crochet rests, semi-quavers, dotted crotchets, triplets and syncopated rhythms.</p> <p>I can read solfa notation.</p>	<p>I can write down a 4X4 rhythmic phrase and play it accurately.</p> <p>I can write notes on the stave of the treble clef sufficiently to notate simple songs and short pieces of music, written by myself or other people.</p> <p>I can read/clap rhythm notation cards in compound time with quavers, dotted</p>	<p>I can clap, sing, play and notate compound rhythms and songs.</p> <p>I can compose phrases using an octave range and notate.</p>

					<p>itches (3-6) on the chime bars.</p> <p>I have worked out and written in rhythm notation the rhythm of one line of a known song.</p>		crotchets and dotted crotchet rests.	
Criticism and understanding of recorded music	<p>I can move or play rhythmically to the pulse of the music.</p> <p>I can dance to music and say if it is loud or quiet, fast or slow.</p> <p>I can dance and move independently to music.</p> <p>I can follow instructions when listening to an action song.</p>	I can listen to a piece of music and recognise sudden changes in speed or volume. I can comment on the general feel of recorded music and describe an emotion I feel when listening.	<p>I can move appropriately to music with long flowing movements or short sharp movements.</p> <p>I can change the speed of my dancing according to the music.</p> <p>I can talk about how music makes me feel, what it reminds me of and the mood of the music.</p> <p>I can sit still and listen calmly to music.</p> <p>I understand that the voice and instruments can make different sounds.</p> <p>I can recognise the difference between pulse and rhythm in recorded music.</p>	<p>I can move as requested to recorded music reflecting changes from lower to higher instruments and changes in dynamics and moods.</p> <p>I can accurately discern some of the instruments being played.</p>	<p>I can recognise that recorded music can represent descriptive depictions of animals and tell a story.</p> <p>I can identify repeated rhythms and ostinati in recorded music.</p> <p>I recognise that one piece of music can be performed and interpreted in a variety of styles by a diverse range of performers.</p>	<p>I can recognise different genres of music.</p> <p>I can recognise pentatonic recorded music.</p> <p>I can group some different instruments into their orchestral families.</p> <p>I have listened to recorded music from around the world in a wide variety of languages.</p>	<p>I can recognise further genres of music and can tell if a piece of music is in a minor or major key.</p> <p>I understand the concept of time signatures and can differentiate between 3 and 4 beats in a bar.</p>	<p>I can work out the structure of a varied range of recorded music.</p> <p>I have listened to music in compound time and can distinguish between simple and compound recorded music.</p> <p>I have listened critically to Medieval, Renaissance, Baroque, Classical, Romantic and 20th Century music. I recognise the association of Western Classical Music with historic periods.</p>
Musical Terms and Key Vocab	Fast slow, quiet/soft, loud, high, low	Getting faster/slowing down; getting louder/getting quieter, pulse, rhythm, Wooden Instruments – Claves, Wood Blocks.	Long and short sounds (legato and pizzicato), ostinato	Plus Dynamics as a general term, piano, forte, Fortissimo, Pianissimo, mezzo forte, mezzo piano, Tempo,	Plus Crescendo, Diminuendo, Structure	Plus ritardando and accelerando, Pentatonic, Dynamics	Plus syncopation, time signatures, staccato, legato, Cyclic Music, Riff, Drone, Harmony, Melody, Accompaniment, Chord, Staff	Plus Compound time, Unison, Bass clef, Homophony, Polyphony, Monophony, Western Classical Music, Medieval, Renaissance, Baroque,

		Metal Instruments – Triangles, Cow Bells, Chime Bars. Shaking Instruments – Maracas, Metal Shakers, Tambourines. Skinned Instruments – Drums, Skinned Tambourines		Improvisation, Tuned percussion			Notation, Clef Key Signature	Classical, Romantic, 20th Century, Octave, Modal scales, Tonal, Orchestra, Concerto, Opera, Soloists, Ornaments, Musical forms, Programme music, Chromaticism, Dissonance.
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