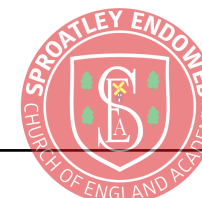


Sproatley Endowed CE Academy Music Curriculum 2020-21

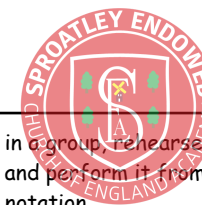


<p>Ongoing Skills</p> <p>Pulse & Rhythm, Pitch & Singing to be reinforced in all lessons. All lessons must reinforce ongoing skills.</p>	<p>Ongoing Listening Skills</p> <p>Active listening to good quality music. Include music from all the historical musical periods.</p> <p>Lessons must include active listening to good quality musical excerpts.</p>
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Progressional skills are as follows with the vehicle with which they are to be taught, in red...

	EYFS (not necessarily in the same time frame as the rest of the school)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1- Listening	I can move to music and respond showing whether it is happy or sad	I can answer a question about dynamics or tempo in music I have heard	I can listen to music and talk about the mood of the music	I can listen to music and identify musical dimensions	I can listen to music and describe it accurately using correct musical terms	I can talk about how sounds are put together and the different effects used to show the composers intention	I can identify musical features, genres, form and structure
Autumn 2- Singing, Pitch	I can use my voice to sing I can respond accurately to high or low sounds through movement	I can sing a short song in a group from a given starting pitch I can identify changes in pitch and talk about pitch using correct vocabulary high/low higher/ lower	I can use the starting pitch to sing a short song on my own I can sing a simple song showing the pitch physically (hand gesture, whole body)	I can sing a short song on my own and stay 'in tune' I can perform high or low sounds as requested on an instrument and with my voice	I can control my voice and sing at different dynamics I can represent and reproduce high and low sounds to perform from a score	I can maintain a melody as part of a group in a 2- part song I can sing a simple song and perform the melody correctly	I can perform a song with a wide vocal range accurately I can notate and perform a simple song from a 2- line stave
Spring 1- Rhythm, Pulse, Tempo, Metre	I can move to the beat and maintain the pulse	I can talk about duration, long or short notes	I can identify and change the intended speed of my performance, tempo	I can accurately tap the rhythm of simple songs and rhymes	I can read and write short rhythm patterns using ta (crotchet) and te-te (paired quavers)	I can write and perform a 2-part rhythmic piece in a group	I can identify and model metre in 2/3/4 time
Spring 2- Composition,	I can put sounds together to create a	I can improvise a 4 beat rhythm	I can put sounds together to create a	I can create an ostinato to accompany	I can create a group accompaniment to a	I can compose and notate a piece of	I can compose and write a piece of music

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Improvisation, Texture	piece		piece that has a beginning, a middle and an end	a simple song	piece or song	music in a small group, rehearse then perform it to others	in a group, rehearse and perform it from notation
Summer 1- Composition, Timbre	I can handle instruments correctly	I can improvise a 4 beat rhythm I can recognise and identify 6 untuned percussion instruments	I can put sounds together to create a piece that has a beginning, a middle and an end I can listen to, identify and group instruments according to sound eg. how they are played (tap, scrape, shake)	I can create an ostinato to accompany a simple song I can create and control a variety of sounds from one instrument, dynamics	I can create a group accompaniment to a piece or song I can choose, play and perform on an instrument appropriate to the task	I can compose and notate a piece of music in a small group, rehearse then perform it to others I can work in a group combining instruments to create appropriate mood and expression	I can compose and write a piece of music in a group, rehearse and perform it from notation I can change the timbre effectively within a group piece by making appropriate choices of instrumentation
Summer 2- Revisit							