

Edale Rise Nursery and Primary School

Music Skills Tracker - Foundation Stage

Performing skills	Composing	Appraising	Listening & Applying
<ul style="list-style-type: none"> • Sing songs, speak chants and rhymes. • Experiment with untuned instruments, name some and know how to care for them • Use simple body percussion • Start to rehearse and perform with others - whole school, class and groups 	<ul style="list-style-type: none"> • Follow simple rhythmic patterns - clapping names for people or objects, use simple body percussion • Explore the sounds made by instruments and sounds around them in the environment • Choose and organise sounds from a limited range provided by the teacher. Which sounds could be used to accompany a story? 	<ul style="list-style-type: none"> • Start to explore and express their ideas and feelings about music using movement • Talk about sounds they have made or heard using simple musical language such as loud and quiet, fast and slow • Talk about their work and the work of others using recording equipment where appropriate 	<ul style="list-style-type: none"> • Listen to short pieces with growing concentration, start to recall sounds such as repeated rhythms • Start to listen for musical elements such as loud and quiet, fast and slow • Copy sounds made in different ways e.g listen to a rhythm and clap, stamp etc to repeat it. • Change the way they make a sound and attempt to talk about the change they made using simple musical language • Know that music can be used for different purposes such as sounds in a story, pattern in a song

Key vocabulary:
 Louder/quieter/silence
 Faster/slower

Music Skills Tracker - Year 1

Performing skills	Composing	Appraising	Listening & Applying
<ul style="list-style-type: none"> • Sing songs, speak chants and rhymes, starting to use voices expressively • Play untuned instruments, name and know how to care for them • Use body percussion • Rehearse and perform with others - whole school, class and groups 	<ul style="list-style-type: none"> • Create simple rhythmic patterns - clapping names for people or objects, use body percussion • Explore the sounds made by instruments and sounds around them in the environment • Choose and organise sounds from a limited range provided by the teacher. Which sounds could be used to accompany a story? • Introduce the concept that music is written by a person called a composer 	<ul style="list-style-type: none"> • Explore and express their ideas and feelings about music using movement • Talk about sounds they have made or heard • Use appropriate expressive language (see below) • Make improvements to their work based on guided evaluation using recording equipment 	<ul style="list-style-type: none"> • Listen to short pieces with growing concentration, recall sounds such as repeated rhythms and phrases • Know how the musical elements can be combined such as loud and quiet, fast and slow, high and low • Know how sounds can be made in different ways e.g listen to a rhythm and clap, stamp etc to repeat it. • Begin to repeat the rhythms as a round • Invent own signs and symbols to record compositions • Know that music can be used for different purposes
<p>Key vocabulary: Pitch - higher/lower Duration - longer/shorter, steady beat, rhythm Dynamics - louder/quieter/silence Tempo - faster/slower Timbre - different types of sound Texture - different ways sounds are combined Structure - different ways sounds are organised</p>			

Music Skills Tracker - Year 2

Performing skills	Composing	Appraising	Listening & Applying
<ul style="list-style-type: none"> • Sing songs, speak chants and rhymes, using voices expressively • Play untuned and tuned instruments, name and know how to care for them • Use body percussion combined with instruments • Rehearse and perform with others - whole school, class and groups. Start and finish together and keep to a steady rhythm 	<ul style="list-style-type: none"> • Create simple rhythmic and musical patterns - create and repeat a sequence of sounds • Explore the sounds made by instruments and sounds around them in the environment • Use ICT to compose short pieces • Choose and organise sounds freely from a wider range of tuned and untuned percussion and environmental sounds. • Be aware that music is written by composers. 	<ul style="list-style-type: none"> • Explore and express their ideas and feelings about music using movement and dance • Talk and write about sounds they have made or heard • Use appropriate expressive language (see below) • Make improvements to their work based on guided and self evaluation using recording equipment. 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music with growing concentration • Demonstrate increasing aural memory, recall sounds such as repeated rhythms and phrases • Know how the musical elements can be combined such as loud and quiet, fast and slow, high and low and how these are combined to create different effects • Know how sounds can be made in different ways e.g listen to a rhythm and clap, stamp etc to repeat it. Know how to use instruments to create different effects e.g. how to make long and short sounds on different instruments • Know how to repeat the rhythms as a round and use simple songs as rounds • Invent own signs and symbols to record compositions and use them confidently • Know that music can be used for different purposes and to create different moods
<p>Key vocabulary: Pitch - higher/lower Duration - longer/shorter, steady beat, rhythm Dynamics - louder/quieter/silence Tempo - faster/slower Timbre - different types of sound Texture - different ways sounds are combined Structure - different ways sounds are organised</p>			

Music Skills Tracker - Year 3 & 4

Performing skills	Composing	Appraising	Listening & Applying
<ul style="list-style-type: none"> • Sing songs, in unison and two parts with increasing control of pitch and expression • Play untuned and tuned instruments with increasing control and rhythmic accuracy e.g. start to keep a steady base beat and holding notes for full values • Rehearse and perform with others. Present work to other groups or another class. Use appropriate volume control 	<ul style="list-style-type: none"> • Develop secure rhythmic and melodic material e.g. sing Frere Jacques and London's Burning together • Explore musical ideas and structures such as the A,B,A pattern • Combine and organise musical ideas to create a performance with more than one performer • Use an ICT package to compose music for a set purpose • Be able to name notable composers that have written well-known pieces of music or pieces of music that have inspired their own compositions • Begin to develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Begin to analyse through set criteria e.g. which instruments are playing • Compare sounds - pitch, volume etc. Compare contrasting sounds • Explore and explain their own ideas and feelings about music using movement, dance and increasing expressive language • Improve their own and others work in relation to set criteria 	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and cultures and from great composers and musicians • Begin to recall sounds with increasingly accurate aural memory and more attention to detail • Know how the musical elements can be combined to create different effects such as pitch, duration, dynamics, tempo. Begin to explore timbre e.g. illustrate a conversation with different instruments representing different people • Use and understand staff and other musical notations • Begin to appreciate how time and place can influence the way music is created, heard and performed
<p>Key vocabulary: Pitch - higher/lower Duration - longer/shorter, steady beat, rhythm Dynamics - louder/quieter/silence Tempo - faster/slower Timbre - different types of sound Texture - different ways sounds are combined Structure - different ways sounds are organised A,B,A pattern - opening and closing sections are exactly the same (words/music) and the section in the middle is contrasting material (different words/music)</p>			

Music Skills Tracker - Year 5 & 6

Performing skills	Composing	Appraising	Listening & Applying
<ul style="list-style-type: none"> • Sing songs, in unison and two parts with clear diction and a sense of phrase. Demonstrate an increasing control of pitch and expression. Sing as part of a large or small group and sing more than one part. Sing or play solo where appropriate • Play untuned and tuned instruments with increasing control and rhythmic accuracy e.g. keep a steady base beat and holding notes for full values, incorporate rest and silence. • Rehearse and perform with others with an awareness of the audience. Evaluate work from the point of view of the audience 	<ul style="list-style-type: none"> • Develop secure rhythmic and melodic material e.g. improvise melodies over a set rhythmic base. Explore creating melodies over a basic core scheme e.g. look at the effects of harmony and create pieces with different moods • Explore musical ideas and structures such as syncopation, major and minor chords and their effects and pentatonic scales • Combine and organise musical ideas to create a performance that demonstrates a variety of skills and different effects • Use an ICT package to compose music for a set purpose such as a soundtrack for an advertisement • Be able to name notable composers that have written well-known pieces of music or pieces of music that have inspired their own compositions and place them on a timeline • Show an understanding of the history of music. 	<ul style="list-style-type: none"> • Begin to analyse music using an appropriate musical vocabulary • Compare sounds or music that convey a similar mood • Explore and explain their own ideas and feelings about music using movement, dance and expressive and musical vocabulary • Improve their own and others work in relation to set criteria made by the group before they start composing 	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and cultures and from great composers and musicians • Recall sounds with increasingly accurate aural memory and attention to detail • Know how the musical elements can be combined to create different effects such as pitch, duration, dynamics, tempo, texture, silence and timbre. E.g. use ostinato • Use and understand staff and other musical notations • Know how time and place can influence the way music is created, heard and performed

Key vocabulary:

Pitch - higher/lower

Duration - longer/shorter, steady beat, rhythm

Dynamics - louder/quieter/silence

Tempo - faster/slower

Timbre - different types of sound

Texture - different ways sounds are combined

Structure - different ways sounds are organised

Ostinato - a continually repeated musical phrase or rhythm

Syncopation - musical rhythm in which stress is given to the weak beats instead of the strong beats.

Pentatonic scale - five notes within one octave