Dry Sandford Primary School: Music tracking Year group 1 2 3 4 5 6 in 20\_\_\_\_ - 20\_\_\_\_\_\_

Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

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|  | Y1 | Y2 | | Y3 | Y4 | Y5 | Y6 |
| LOVE OF MUSIC/CRITICAL ENGAGEMENT/ LISTENING SKILLS  Listen to a range of music both in the classroom: These may be used for brain breaks, transition times, listening during art/quiet times in addition to music lessons.  and in assembly quiet times during entry and exit to assemblies and for discussion around assembly themes.  A range of music chosen from historical periods and genres, styles and traditions, composers and musicians. | **Recognise music from different cultures- particularly linked to regions studied in geography.**  **Recognise familiar tunes from periods of history studied.**  **Clap along to rhythmic patterns and develop a feel for the pulse of music.**  **Express preference.** | **Recognise music from different cultures- particularly linked to regions studied in geography.**  **Recognise familiar tunes from periods of history studied.**  **Clap along to more complex rhythmic patterns and clap along to 2 / 4 beat rhythms.**  **Express preference.** | | **Recognise music from different cultures and purposes - particularly linked to regions studied in geography.**  **Recognise familiar tunes from periods of history studied.**  **Clap and sing sections of music for listening. and clap along to 2, 3 and 4 beat rhythms.** | **Recognise music from different cultures and purposes - particularly linked to regions studied in geography.**  **Begin to develop knowledge of how music developed through history from Medieval through to present.**  **Clap and sing sections of music for listening. and clap along to 2, 3 and 4 beat rhythms.** | **Recognise music from different cultures and purposes - particularly linked to regions studied in geography.**  **Have a knowledge of periods of history in music: Medieval/ Renaissance,Baroque, Classical, Romantic through to present.**  **Clap and sing sections of music for listening. and clap along to 2, 3 and 4 beat rhythms.** | **Recognise music from different cultures and purposes - particularly linked to regions studied in geography.**  **Have a knowledge of periods of history in music: Begin to recognise examples of music from periods of history.**  **Clap and sing sections of music for listening. and clap along to 2, 3 and 4 beat rhythms.** |
| **Express preference.** | **Express preference for styles and traditions.** | **Express preference for styles and traditions.** | **Express preference for styles and traditions.** |
| DEVELOPMENT OF TALENT FOR SINGING AND PLAYING MUSICAL INSTRUMENTS. | Develop skills in development of playing unturned musical instruments- developing pulse and rhythm.  Sing simple songs and melodies and begin to play percussion alongside these. | Continue to develop skills through playing a simple pitched instrument such as the recorder or chime bars.  Take a lead in singing simple songs- and begin to lead groups in singing of rounds.  This will mainly be ‘copy cat’ playing but simple musical notation may be developed using symbols. | | **Have opportunity to continue to develop skills through playing an instrument through development of a band and/or orchestral instruments and/ or recorders.**  **Begin to develop understanding of formal notation in music; how rhythm and pitch is notated.**  **Sing a range of musical pieces eg West End/ War Time musicals and music for the end of year show guided by older children’s voices.** | **Have opportunity to continue to develop skills through playing an instrument through development of a band and/or orchestral instruments and/ or recorders/ guitars.**  **Begin to develop understanding of formal notation in music; identifying longer and shorter notes/ higher and lower notes.**  **Sing a range of musical pieces eg West End/ War Time musicals and music for the end of year show taking the lead by guiding younger older children’s voices**. | **Have opportunity to continue to develop skills through playing an instrument through development of a band and/or orchestral instruments and/ or recorders/ guitars.**  **Continue to develop understanding of formal notation in music; learning specific notation for crotchets, minims and quavers and notes E-B in treble clef**  **Sing a range of musical pieces eg West End/ War Time musicals and music for the end of year show, developing a greater degree of precision, led by older children in the year group- including precise pitch and duration, tempo dynamics, timbre.** | **Have opportunity to continue to develop skills through playing an instrument through development of a band and/or orchestral instruments and/ or recorders/ guitars.**  **Use formal notation in music; learning specific notation for crotchets, minims and quavers, semi-brieves and dotted notes middle C-top G in treble clef**  **Sing a range of musical pieces eg West End/ War Time musicals and music for the end of year show, developing a greater degree of precision, taking the lead and including precise pitch, duration, tempo, dynamics, timbre. Introduce texture to music.** |
|  | **Y1** | **Y2** | | **Y3** | **Y4** | **Y5** | **Y6** |
| SELF-CONFIDENCE, CREATIVITY AND SENSE OF ACHIEVEMENT | Performance opportunities-Singing in classroom, assemblies and  EY and KS1 Christmas production. Christmas ‘Singalong’ | **Performance opportunities-Singing in classroom, assemblies and**  **EY and KS1 Christmas production.**  **Year 2 Oxfordshire singing opportunity.**  **End of year recorders performance.**  **Christmas Singalong.** | | **Performance opportunities- Singing in classroom, assemblies, KS2 Christmas singing performance (carols and Musical Theatre). Band performances, End of Year recorder Performance, end of Year musical production.**  **Christmas Singalong.**  **Begin to take on given role in a group performance eg section leader.** | **Performance opportunities- Singing in classroom, assemblies, KS2 Christmas singing performance (carols and Musical Theatre). Band performances, End of Year recorder Performance, end of Year musical production.**  **Christmas Singalong.**  **Perform a given role within a group eg section leader, soloist.** | **Performance opportunities- Singing in classroom, assemblies, KS2 Christmas singing performance (carols and Musical Theatre). Band performances, End of Year recorder Performance, end of Year musical production.**  **Christmas Singalong.**  **Begin to choose different roles within a performance eg conductor, caller, section leader, soloist.** | **Performance opportunities- Singing in classroom, assemblies, KS2 Christmas singing performance (carols and Musical Theatre). Band performances, End of Year recorder Performance, end of Year musical production.**  **Christmas Singalong.**  **Confidently choose and perform different roles within a performance eg conductor, caller, section leader, soloist.** |
|  | Y1 | Y2 | | Y3 | Y4 | Y5 | Y6 |
| LOVE OF MUSIC/CRITICAL ENGAGEMENTCOMPOSITION SKILLS  PURPLE MASH RESOURCES:  *VERY USEFUL!*  **Busy Beats**  **2Beat**  **2explore**  **2sequence**  *For teaching rhythm and composition skills.* | Compositions guided by topics- use of body percussion, and simple instrument percussion.  Eg  <https://www.bbc.co.uk/bitesize/articles/zjcwqp3> | Compositions guided by topics- use of body percussion, and simple instrument percussion. Introducing and maintaining rhythm.  Notate this in simple format- eg   |  |  |  |  | | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | | \* | \* | + | + | | ~ | ~ | ~ | ~ | | 0 | 0 | 0 | 0 |   Play individual lines then all together.  Eg  <https://www.bbc.co.uk/bitesize/articles/zjcwqp3> | | Compositions guided by topics- use of body percussion, and simple instrument percussion. Introducing and maintaining 2,3 and 4 beat rhythm. Add in pitched instruments- lead by older children.  Notat this in simple format. Eg   |  |  |  | | --- | --- | --- | | 1 | 2 | 3 | | \* | ! | ! | | ~ | ~ | ~ | | 0 | 0 | 0 |   [TWINKLE-](https://www.bbc.co.uk/bitesize/articles/zjcwqp3) Winter Music composition resource pack | Compositions guided by topics- use of body percussion, and simple instrument percussion. Introducing and maintaining 2,3 and 4 beat rhythm. Add in pitched instruments- take the lead.  Notate this in simple format. Eg   |  |  |  | | --- | --- | --- | | 1 | 2 | 3 | | \* | ! | ! | | ~ | ~ | ~ | | 0 | 0 | 0 |   [TWINKLE-](https://www.bbc.co.uk/bitesize/articles/zjcwqp3) Winter Music composition resource pack | Compositions guided by topics- use of body percussion, and simple instrument percussion. Introducing and maintaining 2,3 and 4 beat rhythm. Add in pitched instruments and use standard notation to write tune and percussion in time.  Eg  <https://www.bbc.co.uk/teach/class-clips-video/music-ks3-composing-a-piece-of-music-using-unpitched-percussion/zfdmpg8>  TWINKLE- Summer Music Composition | Compositions guided by topics- use of body percussion, and simple instrument percussion. Introducing and maintaining 2,3 and 4 beat rhythm. Add in pitched instruments and use standard notation to write tune and percussion in time.  Add in more complex texture- increasing knowledge of notation.  Eg  <https://www.bbc.co.uk/teach/class-clips-video/music-ks3-composing-a-piece-of-music-using-unpitched-percussion/zfdmpg8>  TWINKLE- Summer Music Composition |
| Greater Depth expectations | Answer higher order questions (Blooms)  Explore philosophical questions and record these.  Recognise specific pieces of music which have been listened to during Year 1 | | Answer higher order questions (Blooms)  Explore philosophical questions and record these.  Recognise specific pieces of music which have been listened to during Year 1-3. including those from a range of styles and traditions- and periods of musical history. | Answer higher order questions (Blooms)  Explore philosophical questions and record these.  Recognise specific pieces of music which have been listened to during Year 1-3. including those from a range of styles and traditions- and periods of musical history. | Answer higher order questions (Blooms)  Explore philosophical questions and record these with greater detail.  Recognise specific pieces of music which have been listened to during Year 1-4. including those from a range of styles and traditions- and periods of musical history. | Answer higher order questions (Blooms)  Explore philosophical questions and record these with increasing detail  Recognise specific pieces of music which have been listened to during Year 1-5. including those from a range of styles and traditions- and periods of musical history. | Answer higher order questions (Blooms)  Explore philosophical questions and record these using quantitative skills and writing at length.  Recognise specific pieces of music which have been listened to during their primary school years- including those from a range of styles and traditions- and periods of musical history. |

Names of children working at different attainments

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| Foundation level | Working towards | Expected | Greater depth |
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Notes on children: