

## Music Progression

	KS1	Year 3/4	Year 5/6
<b>Using voices with control and expression</b>	<p>Use their voices confidently to create sound effects</p> <p>Sing songs in different ways and discuss the effect</p> <p>Sing and chant together in time, keeping a steady pulse</p> <p>Sing songs with control of tuning, breathing, clarity of words</p> <p>Sing songs expressively, conveying different moods (happy, sad, angry)</p> <p>Begin to sing with control over rhythm, dynamics and tempo</p> <p>Follow pitch movements with their hands and use high, low and middle voices.</p> <p>Sing phrases from dot notation using 'pitch cards' - High/Middle/Low -</p> <p>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods</p> <p>Use the 'thinking voice' - ie sing the words in their head</p>	<p>Sing expressively with awareness and control of tempo, dynamics, volume, timbre and pitch</p> <p>Sing rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common</p> <p>Sing songs and create different vocal effects.</p> <p>Be aware of correct posture whilst singing</p> <p>Sing with confidence using a wider vocal range.</p> <p>Recognise simple structures. (Phrases).</p> <p>Sing songs in unison and two parts</p> <p>Sing using a limited range of notes (i.e. middle C to D octave above)</p> <p>Sing words/phrases of a song in their heads (thinking voice)</p> <p>Make improvements to singing - rehearse together to achieve objectives</p>	<p>Create different vocal effects when singing and rapping</p> <p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p> <p>Maintain their own part when singing songs written in two/three parts</p> <p>Identify the melodic phrases and how they fit together in two/three part rounds</p> <p>Sing songs written in different metres - tap the pulse on the strong beats</p> <p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Recognise structures in known songs (identify repeated phrases)</p> <p>Begin to sing simple harmony parts</p>

<b>Playing Instruments</b>	<p>Describe, name and group a variety of tuned and un-tuned instruments</p> <p>Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together</p> <p>Add an instrument to play on the beat and one to play with the rhythm</p> <p>Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument to accompany the chanting</p> <p>Use instruments to copy back 4-beat rhythm patterns</p> <p>Perform long and short sounds in response to symbols</p> <p>Play 'High-middle-low': prepare two chime bars an octave apart, Introduce the middle note, G</p> <p>Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet</p> <p>Play together, using symbols as a support</p>	<p>Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch)</p> <p>Select instruments and create sounds to describe visual images</p> <p>Keep in time with a steady pulse when playing instruments</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Maintain own part with awareness of how the different parts fit together to achieve an overall effect</p> <p>Play new pieces by ear and from simple notations</p>	<p>Play instruments with control and rhythmic accuracy</p> <p>Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated(ostinati)</p> <p>Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part</p> <p>Play simple chords in sequence</p> <p>Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment</p> <p>Hold own part in ensemble playing</p> <p>Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats</p> <p>Perform pieces from memory and musical notation</p> <p>Follow hand signals from a conductor, responding with accurate timing, entries and with expression</p> <p>Be aware of some of the basic major scales</p> <p>Read standard musical notation</p>
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## Improvisation and Composition

Talk about and devise signs/ gestures/ symbols for the concepts: high/low, fast/slow, long/short.

Make own short sequence of sounds using symbols as a support

Create and follow simple score using pictures or symbols

Create and choose sounds in response to stimulus e.g. night-time, the seaside, a story etc.

Suggest instruments that make sounds like those described by the selected words and create sound pictures

Order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support

Identify the pulse and explore getting faster and slower

Explore the concepts: loud/quiet, high/low, fast/slow

Explore the effect of silence

Begin to internalise and create rhythmic patterns

Find and play by ear, phrases of well-known songs on tuned instruments

Make up three-note tunes independently

Record their own tunes - use colours instead of note names

Recall and perform rhythmic patterns to a steady pulse

Recognise and explore the ways sounds can be combined and used expressively

Create repeated patterns and combine several layers of sound with awareness of the combined effect

Combine sounds to create textures

Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements-actions

Compose sequences using notated rhythms

Select and sequence pitches (limited range) to create melodic phrases

Add words to melodic phrases to create a class/group song

Explore, choose, combine, organise and record musical ideas within musical structures

Use a variety of notations including 'graphic score'

Develop an ability to represent sounds and symbols in movement/words/with instruments

Use staff notation as a support

Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA) Combine sounds to create textures

Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements-actions

Explore the relationship between sounds

Explore different combinations of vocal sounds

Devise more complex rhythmic patterns using semi-quavers and rests

Improvise rhythmic patterns over a steady pulse with confidence

Fit different rhythmic patterns together and maintain own part with awareness of the pulse

Compose music to describe images

Create music that describes two contrasting moods

Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by given topic or theme.

Devise rhythmic, melodic and harmonic accompaniments

Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects

Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures)

Use standard and additional methods of notation as appropriate across a range of different contexts.

Show understanding of how music is produced in different ways and described through relevant established and invented notations

Listening and responding	<p>Talk about music listened to using appropriate vocabulary</p> <p>Explore how music can affect emotions</p> <p>Identify a variety of instruments that can be heard and describe sounds</p> <p>Identify the pulse in different pieces of music</p> <p>Tap knees in time with 'steady beat' music</p> <p>Recall short sequences / patterns of sounds</p> <p>Sing a familiar song, identify then tap the rhythm of the words</p> <p>Recognise and respond to changes in tempo</p> <p>Identify to changes in pitch and respond with movement</p> <p>Recognise long and short sounds and make longer and shorter sounds with their voices</p> <p>Compare two contrasting pieces of music for dimensions such as pitch or tempo.</p>	<p>Listen with attention to detail and internalise and recall sounds with increasing aural memory</p> <p>Identify rhythmic patterns, instruments and repetitions of sound/pattern</p> <p>Internalise short melodies and play these on pitched instruments (play by ear)</p> <p>Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised</p> <p>Explain how sounds can create different intended effects</p> <p>Recognise how the different musical elements are combined and used expressively</p> <p>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary</p> <p>Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</p>	<p>Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...)</p> <p>Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods</p> <p>Recognise different tempi – speeds of music</p> <p>Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat</p> <p>Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed - concord</p> <p>Listen with concentration and understanding to a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</p> <p>Identify how music reflects different intentions</p> <p>Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.</p> <p>Identify and explore musical device</p> <p>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo. timbre, lyrics</p> <p>Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</p>
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<b>Appraising</b>	<p>Evaluate own music and that of others</p> <p>Discuss what was good</p> <p>Suggest how it might be improved</p> <p>Express thoughts and feelings about music; respond physically through simple demonstration, language, movement and other art forms, giving simple justifications for response</p>	<p>Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it</p> <p>Contribute to a class performance</p> <p>Rehearse together to achieve objectives</p> <p>Suggest Ideas and preparations for performances</p>	<p>Rehearse with others and help achieve a high quality performance showing an awareness of the audience</p> <p>Analyse, refine and improve their own and others' work in relation to the intended effect</p> <p>Perform with awareness of audience, venue and occasion</p> <p>Appraise own work by comparing/contrasting with work of others</p>
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