

MUSIC PROGRESSION DOCUMENT

WHOLE SCHOOL INITIATIVES:

- Music enrichment: Young Voices, Choir

SKILLS PROGRESSION

- I can
- speak and chant short phrases with others
 - play instruments and sound-makers by shaking, scraping, rattling, and tapping
 - sing a variety of songs both accompanied and unaccompanied
 - play along to music showing a developing awareness of the beat
 - sort and name different sounds

- I can:
- sing a variety of songs with more accuracy of pitch
 - sing songs controlling volume [dynamics] and speed [tempo]
 - sing words clearly and breathe at the end of phrases
 - echo short sung melodic phrases
 - play instruments with control e.g. maintaining a steady beat, getting faster/louder
 - perform a rhythm accompaniment to a song
 - compose short melodic phrases and repeated rhythmic patterns [ostinati]
 - compose music that has long and short sounds, and/or changes in tempo, timbre, and dynamics, in small groups
 - compose music that conveys different moods
 - compose music that has a beginning, middle and end
 - perform a sequence of sounds using a graphic score
 - convey the mood or meaning of a songwork and
 - perform in smaller groups and follow a leader starting and stopping together
- I can:
- sing and chant in time to a steady beat
 - sing songs in different styles conveying different moods
 - co-ordinate actions to go with a song
 - play to a steady beat
 - can perform an action or a sound on the steady beat whilst singing
 - imitate a rhythm pattern on an instrument
 - choose sounds to represent different things
 - play a repeated rhythmic pattern [ostinato] to accompany a song
 - follow simple signals: stop/start
 - use simple musical terms [louder/quieter, faster/slower]

- I can:
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 - play instruments with control e.g. maintaining a steady beat, getting faster/louder
 - perform a rhythm accompaniment to a song
 - compose short melodic phrases and repeated rhythmic patterns [ostinati]
 - compose music that has long and short sounds, and/or changes in tempo, timbre, and dynamics, in small groups
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 - convey the mood or meaning of a songwork and
 - perform in smaller groups and follow a leader starting and stopping together

- I can:
- sing songs in a variety of styles with confidence
 - chant or sing a round in two parts
 - imitate increasingly longer sung phrases with accuracy
 - sing songs with a recognised structure [verse and chorus/ call and response]
 - keep a steady beat on an instrument individually/in a group
 - maintain a melodic or rhythmic ostinato to accompany a song
 - use tuned percussion with increasing confidence
 - copy a short melodic phrase by ear on a pitched instrument
 - compose words and actions to go with a song
 - compose music that has a recognisable structure [beginning, middle and end or verse/chorus]
 - compose music that uses repetition/echo
 - follow simple hand directions from a leader
 - perform a composed piece to a friendly audience, as a member of a group or class
 - play using symbols including graphic and/or simple traditional notation
 - perform with an awareness of others
 - combine musical sounds with narrative and movement
 - listen to my own compositions and use musical language to describe what happens in them.

- I can:
- sing songs in a variety of styles with an increasing awareness of the tone of my voice and the shape of the melody
 - sing confidently as part of a small group or solo
 - copy short phrases and am able to sing up and down in step
 - sing songs showing musical expression
 - sing two/three part rounds with more confidence and increasing pitch accuracy
 - use tuned percussion instruments with increasing confidence to accompany songs
 - play music in a metre of two or three time
 - follow a leader, stopping / starting, playing faster / slower, and louder / quieter
 - perform to an audience with increasing confidence
 - use a range of ICT to sequence, compose and record
 - compose a simple rhythmic accompaniment to a song using ostinato patterns and drones
 - compose a simple melody from a selected group of notes [i.e. a pentatonic scale]
 - compose music that has a recognisable structure
 - compose a piece of music that reflects images and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect
 - arrange a song using tuned/untuned accompaniments developed from the song and perform to a friendly audience
 - read and play from some conventional music symbols

- I can:
- sing songs in a wide variety of styles, showing accuracy and expression
 - sing as part of a three-part round: sing a second part with increasing confidence
 - play a range of percussion/orchestral instruments with increasing confidence and ability
 - play and improvise as part of a group and as a solo performer
 - talk about music I hear using musical terms
 - play by ear – copy back; finding phrases or melodies on instruments with increasing confidence
 - compose music for a special occasion [e.g. march or fanfare]
 - write lyrics to match a melody
 - compose a group / class arrangement of a song using voices and instruments
 - refine and record compositions either graphically or using ICT
 - perform a song showing an awareness of phrasing and the shape of the melody
 - perform in a variety of styles/genres and my own compositions, to an audience of adults and school assembly
 - perform a piece of music using notation [graphic or conventional]

- I can:
- sing confidently in a wide variety of styles with expression, communicating the meaning of a song
 - sing a simple second part of a two-part song: maintain my own part in a round with confidence
 - perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion
 - perform on a range of instruments confidently to an audience
 - perform with sensitivity to different dynamics
 - maintain a rhythmic or melodic accompaniment to a song
 - maintain my own part on a pitched instrument in a small ensemble
 - create simple songs reflecting the meaning of the words
 - compose music that reflects its given intentions [e.g. a rap, a march]
 - arrange a song for class performance with an appropriate pitched and unpitched accompaniment
 - read play from conventional or graphic notation
 - lead/conduct a group of instrumental performers
 - perform my own compositions to an audience
 - pulse a range of symbols [conventional or graphic] to record compositions.
 - use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions

KNOWLEDGE PROGRESSION

- I know how to respond to symbols or hand signs
- I know how to respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs
- I understand how to add chosen sound effects at an appropriate moment in a story or song

- I know the sounds of percussion instruments used in the classroom and can identify and name them
- I understand how to begin to articulate how changes in speed, pitch and dynamics affect the mood.
- I can recognise and respond through movement/dance to the different musical characteristics and moods of music

- I know how to identify when pitch is getting higher/lower/staying the same
- I understand different qualities of sound [timbre]
- I recognise and respond to the mood of a piece of music; beginning to use music terminology when describing how the mood is created
- I respond through movement/dance to different musical characteristics and moods [angrily, sadly, daintily, cheerfully]

- I have an increasing awareness of pitch and of the shape of a melody
- I understand that posture, breathing, and diction are important
- I recognise some familiar instruments in recorded music [piano, drums, guitar, violin etc]
- I recognise aurally wooden, metal, skin percussion instruments and begin to know their names
- I demonstrate an awareness of character or style in performance

- I recognise aurally the range of percussion [tuned and untuned] used in school and some orchestral instruments
- I identify repeated rhythmic or melodic phrases in live or recorded music
- I know whether a song has a verse/chorus or call and response structure
- I understand the use of metre in 2 or 3 in a piece of recorded or live music
- I recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language [tempo, dynamics, metre, texture, timbre]
- I recognise the combined effect of layers of sound by listening to my own arrangements, compositions, and recordings
- I recognise music from different times and countries, identifying key elements that give it its unique sound

- I understand, recognise and talk about specific styles/traditions with growing awareness of musical similarities/differences
- I understand and recognise relationships between lyrics and melody
- I recognise chords / clusters
- I know about differences in musical styles/genres and reflect and articulate how and why these differences occur

- I know 'what happens when' within simple structures
- I recognise and identify features of expression [phrasing, melody, harmony] different dynamics, metre and tempo] in an extract of live or recorded music
- I understand how to compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences
- I know and am able to use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions, and cultures, including performances of their own and others' compositions
- I use musical vocabulary and knowledge to help identify areas for development of refinement when composing.

EYF

S

Yr 1

1

Yr 2

2

Yr 3

3

Yr 4

4

Yr 5

5

Yr 6