



## PROGRESSION IN MUSIC



Reception	Areas of study	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
	<b>One will be instrument based, one will cover other musical skills</b>	<b>Instrument Untuned percussion</b>	<b>Instrument Tuned percussion</b>	<b>Instrument Ukulele</b>	<b>Instrument Ukulele</b>	<b>Instrument Recorder</b>	<b>Instrument Recorder</b>	
<b>MUSIC</b>	<p>Sing songs and make music, experimenting with ways of changing them.</p> <p>Represent own ideas, thoughts and feelings through music.</p>	<b>SINGING</b>	<ul style="list-style-type: none"> <li>Sing simple folk tunes in unison, both with and without accompaniment or backing tracks.</li> </ul>	<ul style="list-style-type: none"> <li>Sing simple songs and folk tunes in rounds.</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs and folk rounds whilst accompanied by ostinatos from the group.</li> <li>Use voices to create and control sounds, including tempo, volume and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Sing pieces in two parts that have contrasting melodies and counter-melodies.</li> </ul>	<ul style="list-style-type: none"> <li>Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with 2 different parts.</li> <li>Create different vocal effects when singing and rapping.</li> </ul>	<ul style="list-style-type: none"> <li>Sing musically, responding to the performance directions of the piece. (Eg phrasing)</li> <li>Sing more extended harmony parts.</li> </ul>
		<b>PULSE AND RHYTHM</b>	<ul style="list-style-type: none"> <li>Keep a steady pulse in a group and be able to pick out two different tempos in music Repeat back short, basic rhythms and perform rhythmic ostinatos.</li> </ul>	<ul style="list-style-type: none"> <li>Keep a steady pulse in a group and solo, with musical accompaniment, demonstrating at least 2 different time signatures (3/4 and 4/4)</li> <li>Repeat back longer basic rhythms (at least 2 bars)</li> <li>Perform, using notation (crotchets, quavers and minims)</li> </ul>	<ul style="list-style-type: none"> <li>Keep a steady pulse in a group and solo, without musical accompaniment, demonstrating different time signatures (2/3, 3/4 and 4/4), using at least 3 different tempos.</li> <li>Perform rhythms that are longer than two bars, using crotchets, quavers, minims and their rests.</li> </ul>	<ul style="list-style-type: none"> <li>On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4 time signatures and using different tempos</li> <li>Perform pieces with at least two rhythms happening together</li> <li>Recognise and clap back rhythms, using single quaver rests</li> </ul>	<ul style="list-style-type: none"> <li>On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures</li> <li>Perform pieces which use off-beat and dotted rhythms and single quaver rests.</li> </ul>	<ul style="list-style-type: none"> <li>When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music.</li> <li>Perform pieces which use off-beat and syncopated rhythms in three different time signatures and three different tempos.</li> </ul>
		<b>MELODY AND NOTATION</b>	<ul style="list-style-type: none"> <li>Sing back short melodies that use 2 pitched notes.</li> <li>Develop the concept of pattern work in music, using notation grids</li> </ul>	<ul style="list-style-type: none"> <li>Sing back short melodies that use around 3 pitched notes.</li> <li>Perform from rhythmic notation, including crotchets and minims.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and compose, using at least 3 pitched notes or chords and simple rhythms (crotchets, quavers, minims and rests)</li> </ul>	<ul style="list-style-type: none"> <li>Perform and compose, using 5 pitched notes or 4 chords.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and compose, using 5-8 pitched notes.</li> <li>Capture the work in different formats so it can be recreated</li> </ul>	<ul style="list-style-type: none"> <li>Perform and compose, using 8 pitched notes</li> <li>Capture the work in different formats, including staff notation, so it can be recreated</li> </ul>
		<b>COMPOSING AND IMPROVISING</b>	<ul style="list-style-type: none"> <li>Improvise simple rhythms based on given stimuli. (Eg Rhythm grids).</li> </ul>	<ul style="list-style-type: none"> <li>Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Create basic 3 note tunes and simple rhythms, using crotchets, quavers, minims and their rests.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose tunes using 5 notes</li> <li>Create more developed rhythmic patterns (around 4 bars)</li> </ul>	<ul style="list-style-type: none"> <li>Create 4 bar melodies (in different tempos and rime signatures) that can be performed and include some off-beat rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose extended pieces of music, using up to 8 notes and a variety of rhythms, tempos and time signatures</li> </ul>

		<b>LISTENING K&amp;U</b>	<ul style="list-style-type: none"> <li>Identify musical features in a range of high-quality live and recorded music</li> <li>Replicate basic rhythms heard</li> </ul>	<ul style="list-style-type: none"> <li>Identify where elements change (Eg music gets faster or louder)</li> <li>Replicate these changes in a simple performance</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe musical features in pieces from different traditions</li> <li>Sing or play back simple melodies that are heard</li> </ul>	<ul style="list-style-type: none"> <li>Compare pieces of music in different traditions</li> <li>Perform music heard aurally that contains 2 different parts at the same time</li> </ul>	<ul style="list-style-type: none"> <li>Whilst listening, pick out and perform syncopated and off-beat rhythms</li> <li>Be able to explain why the music uses those types of rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the key features of music including tempo, metre, instrumentation and melody</li> <li>Understand the key features of at least four different types / genres of</li> </ul>
	<b>Perform, volume, 'in time' musical instruments</b> tambourine, drums, guitar, triangle, cymbals	<b>PROGRESSIVE VOCABULARY</b>	<b>Allegro, bar, melody (tune), moderato, percussion, performance, pitch, pulse, rhythm, tempo</b>	<b>crotchet, imitation, minim, quaver, repetition, rest, round</b>	<b>accompaniment, composition, forte, improvisation, largo, notation, ostinato, phrasing, piano, time signature, tuned, unison</b>	<b>chord, counter melody, harmony, solo</b>	<b>crescendo, diminuendo, dotted rhythm, dynamics, instrumentation, musical features, off-beat rhythms, score, staff notation, syncopated</b>	<b>Recap all vocabulary</b>