**GREAT BARDFIELD PRIMARY SCHOOL SKILLS PROGRESSION DOCUMENT Music**

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|  | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Singing songs with control and using the voice expressively.** | * To find their singing voice and use their voices confidently.
* Sing a melody accurately at their own pitch showing increased control.
* Sing with a sense of awareness of pulse and control of rhythm.
* Recognise phrase lengths and know when to breathe.
* Sing a range of songs in different styles expressively.
* Co-ordinate actions to go with a song.
* Follow pitch movements with their hands and use high, low and middle voices.
* Begin to sing with control of pitch (e.g. following the shape of the melody).
* Sing in time to a steady beat.
* Follow a leader stopping and starting together
* Sing with an awareness of other performers.
 | * Sing with confidence using a wider vocal range.
* Sing with increasing accuracy of pitch and awareness of the shape of the melody.
* Sing with awareness of pulse and control of rhythm.
* Recognise simple structures. (Phrases).
* Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.
* Sing songs and create different vocal effects.
* Understand how mouth shapes can affect voice sounds.
* Internalise sounds by singing parts of a song ‘in their heads.’
* Understand that posture, breathing and diction are important.
* Sing songs with recognised structure.
* Chant or sing in two parts
* Sing rounds in two or three parts
* Copy short phrases and be able to sing up and down in step independently.
 | * Sing songs with increasing control of breathing, posture and sound projection.
* Sing songs in tune and with an awareness of other parts.
* Identify phrases through breathing in appropriate places.
* Sing with expression and rehearse with others.
* Sing a round in two parts and identify the melodic phrases and how they fit together.
* Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
* Maintain own part in a round
* Perform song from memory with attention to phrasing, dynamics and pitch.
* Sing a second part to a two-part song.
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| **Listening, Memory and Movement.** | * Recall and remember short songs and sequences and patterns of sounds.
* Recognise the sounds of different percussion instruments.
* Recognise how sounds are made- tapping, scraping, blowing etc.
* Recognise and respond to changes in speed (tempo), volume (dynamics) and pitch.
* Recognise and respond to the mood of a piece using music terminology i.e. the sad part of the music is played quietly.
* Respond physically when performing, composing and appraising music.
* Identify different sound sources.
* Identify well-defined musical features.
 | * Identify melodic phrases and sing or play them by ear.
* Create sequences of movements in response to sounds.
* Explore and chose different movements to describe animals.
* Demonstrate the ability to recognise the use of structure and expressive elements through dance.
* Identify phrases that could be used as an introduction, interlude and ending.

  | * Internalise short melodies and play these on pitched percussion (play by ear).
* Create dances that reflect musical features.
* Identify different moods and textures.
* Identify how a mood is created by music and lyrics.
* Listen to longer pieces of music and identify features.
* Distinguish differences in timbre and texture.
* Recognise and identify features of expression (phrasing, melody, harmony and dynamics in an extract of live or recorded music
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| **Controlling pulse and rhythm** | * Identify the pulse in different pieces of music.
* Identify the pulse and join in getting faster and slower together.
* Identify long and short sounds in music.
* Perform a rhythm to a given pulse.
* Begin to internalise and create rhythmic patterns.
* Accompany a chant or song by clapping or playing the pulse or rhythm.
 | * Recognise rhythmic patterns.
* Perform a repeated pattern to a steady pulse.
* Identify and recall rhythmic and melodic patterns.
* Identify repeated patterns used in a variety of music. (Ostinato).
 | * Identify different speeds of pulse (tempo) by clapping and moving.
* Improvise rhythm patterns.
* Perform an independent part keeping to a steady beat.
* Identify the metre of different songs through recognising the pattern of strong and weak beats.
* Subdivide the pulse while keeping to a steady beat.
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| **Exploring sounds, melody and accompaniment.** | * To explore different ways in which sound can be played.
* Make sounds and recognise how they can give a message.
* Identify and name classroom instruments.
* Create and chose sounds in response to a given stimulus.
* Identify how sounds can be changed by using long and short sounds, rhythm and duration.
* Change sounds to reflect different stimuli.
 | * Identify ways sounds are used to accompany a song.
* Analyse and comment on how sounds are used to create different moods and different effects. (dynamics, tempo and timbre).
* Explore and perform different types of accompaniment.
* Explore and select different melodic patterns.
* Recognise and explore different combinations of pitch sounds.
* Explore different groupings of beats (metre of 2/3)
 | * Chords/harmony- concord and discord
* Scales such as Pentatonic, Rag and Blues
* Texture created by layering rhythmic and/or melodic ostinatos
* Developing ideas using musical devices such as repetition, question and answer
* Characteristics of various styles eg Blues, Rap, Gospel, Folk and African
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| **Control of instruments** | * Play instruments in different ways and create sound effects.
* Handle and play instruments with control.
* Perform a repeated two note melody (ostinato) to accompany a song.
* Perform a sequence of sounds using a graphic score.
* Identify different groups of instruments.
 | * Identify melodic phrases and play them by ear.
* Select instruments to describe visual images.
* Choose instruments on the basis of internalised sounds.
 | * Identify and control different ways percussion instruments make sounds.
* Play accompaniments with control and accuracy.
* Create different effects using combinations of pitched sounds.
* Use ICT to change and manipulate sounds.
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| **Composition** | * Contribute to the creation of a class composition.
* Compose short melodic phrases.
* Add sound effects to a story.
* Use graphics and symbols to portray the sounds they have made.
* Compose repeated rhythmic patterns (ostinati).
* Create a piece with a beginning, middle and end (score)
* Create music that conveys different moods.
* Compose own sequence of sounds without help.
 | * Create textures by combining sounds in different ways.
* Create music that describes contrasting moods/emotions.
* Improvise simple tunes based on the pentatonic scale.
* Compose music in pairs and make improvements to their own work.
* Create an accompaniment to a known song.
* Create descriptive music in pairs or small groups.
* Compose ostinato and drones
* Music that has a recognisable structure.
* Arrange a song using tuned and un tuned accompaniments
* Music that tells a story
* Music that uses repetition/ echo.
 | * Identify different starting points or composing music.
* Explore, select combine and exploit a range of different sounds to compose a soundscape.
* Write lyrics to a known song.
* Compose a short song to own lyrics based on everyday phrases.
* Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
* Arrange a song for class performance
* Refine own composition after discussion.
* Use a range of symbols including graphic and traditional to record compositions
* Use ICT to record and create sounds
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|  | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Reading and writing notation** | * Perform long and short sounds in response to symbols.
* Create long and short sounds on instruments.
* Play and sing phrase from dot notation.
* Record their own ideas.
* Make their own symbols as part of a class score.
* Begin to read traditional notation.
 | * Play using symbols including graphic and simple traditional notation
* Combine musical sounds with narrative and movement
* Play music that includes rests
* Read and play from some conventional music symbols
 | * Perform using notation as a support.
* Sing songs with staff notation as support.
* Use O’Generator to compose music
* Recognise triplets and compare to other rhythmic values
* Recognise major and minor thirds
* Clap a basic rhythm from sight
* Sight read a simple phrase on a tuned instrument
* Sing back a simple phrase heard twice.
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| **Performance skills** | * Perform together and follow instructions that combine the musical elements.
* Perform own compositions to the class and a wider audience.
* Perform as a group and an individual with some confidence.
* Work and perform in small groups.
* Follow hand signals indicating loud/quiet, fast/ slow
* Perform with awareness of different parts.
 | * Perform in different ways, exploring the way the performers are a musical resource.
* Perform with awareness of different parts.
* Follow hand signals from a leader
* Play by ear -find known phrases or short melodies using tuned percussion.
 | * Present performances effectively with awareness of audience, venue and occasion.
* Know what makes a good performance.
* Perform own compositions to an audience.
* Perform on a range of instruments with confidence
* Read and paly from conventional or graphic notation.
* Continue to play be ear on pitched instruments
* Perform with increasing sensitivity to different dynamics.
* Use an MP3 recorder/video to keep a record of work in progress and record performances.
* Lead/conduct a group of instrumental performers
* Maintain own part in a small ensemble.
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| **Evaluating and appraising** | * Choose sounds and instruments carefully and make improvements to their own and others’ work.
* Begin to use musical terms
* Begin to articulate how changes in speed, pitch and dynamics effect the mood.
* Recognise how music can reflect different intentions.
 | * Recognise how music can reflect different intentions.
 | * Improve their work through analysis, evaluation and comparison.
* Use musical vocabulary and knowledge to help identify areas for development
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