**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. |
| **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 |
| **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. |
| **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 |
| **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. |
| **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. |
| **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. |
| **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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