

Progression in Music	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and appraise	<ul style="list-style-type: none"> Listen to short excerpts of music. Listen and identify changes in pitch and tempo. Listen and identify the pulse in different pieces of music. 	<ul style="list-style-type: none"> Listen and describe different images created by music. Listen and identify changes in dynamics and rhythm. Listen and identify to a selection of music that has long and short sounds. 	<ul style="list-style-type: none"> Listen, identify and recall sounds with increasing number of sounds. Listen and identify rhythmic patterns in a piece of music e.g. repetition Listen, analyse and compare different sound qualities e.g. instrumental, vocal, environmental/ natural, synthesised. Listen and explain how sounds can create different intended effects. Recognise how the different musical elements are combined and used expressively. 	<ul style="list-style-type: none"> Listen internalise short melodies and play these on pitched instruments. Listen and explain their own ideas and feelings about music using movement, dance, expressive language. Listen and evaluate how occasion and purpose affects the way music is created performed and heard. Listen to a wide range of live and recorded music from different styles, genres and traditions from a variety of composers e.g. sense of purpose singing in church. 	<ul style="list-style-type: none"> Listen and identify musical features (dynamics, scale, arpeggio, ostinato) Listen, analyse and comment on the effectiveness of how sounds, and lyrics are used to create different moods. Describe the effect of different combinations of pitched notes using the terms discord and harmony Listen and develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers. 	<ul style="list-style-type: none"> Listen and identify and compare musical features using appropriate musical vocabulary (drone) Identify how music reflects different intentions, time and place (South and West Africa) Listen and further 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 Begin to understand staff notation e.g. how the positioning of the note affects its pitch (Egyptians unit) ..

<p><i>Singing and Playing</i></p>	<ul style="list-style-type: none"> • Sing songs while maintaining a steady beat: tapping/walking. • Sing songs at different tempos. • Sing the same song in different ways: loud, quiet; fast, slow • Play instruments demonstrating changes in pitch and tempo. 	<ul style="list-style-type: none"> • Chant/ sing a well-known song, tapping or clapping the pulse and rhythm. • Handle and play a variety of tuned and un-tuned instruments with control. • Play an instrument in time with a steady pulse. • Make longer and shorter sounds with their voices. 	<ul style="list-style-type: none"> • Keep in time with a steady pulse when chanting, singing or moving. • Keep in time with a steady pulse when playing instruments when chanting, singing or moving. • Create and control sounds on instruments • Suggest which instruments would make a particular sound. 	<ul style="list-style-type: none"> • Keep in time with an alternating pulse when playing instruments. • Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch). • Select instruments and create sounds to describe visual images (timbre). • Sing or play a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated (round) 	<ul style="list-style-type: none"> • Sing and play songs in two parts (simple canon). • Sing songs written in different metres - tap the pulse on the strong beats. • Create and describe the effects made by different chords • Maintain own part with awareness of how the different parts fit together to achieve an overall effect. 	<ul style="list-style-type: none"> • Maintain their own part when singing songs written in two-part harmony. • Sing and play with increasing accuracy, fluency, control and expression • Play simple chords in sequence. • Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/ accompaniment.
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<p>Improvisation/ Composing</p>	<ul style="list-style-type: none"> • Explore different sounds using body percussion. • Suggest which instruments would make a particular sound. • Explore the use of pitch and tempo giving reasons for their choices. E.g. Superhero unit. 	<ul style="list-style-type: none"> • Make own short sequence of sounds experimenting with long and short, using symbols as a support. • Make sounds and recognise how they can communicate ideas. • Create and choose sounds in response to stimulus. 	<ul style="list-style-type: none"> • Compose repeated patterns and combine several layers of sound with awareness of the combined effect. • Create sequences of sound which express ideas or moods using lyrics/sounds/movements actions. • Join two sequences together to create musical phrase. • Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA). 	<ul style="list-style-type: none"> • Add words to melodic phrases to create a class/group song. • Explore and compose music in pairs - and small groups within musical structures (round). • Record composition using a rhythm grids. 	<ul style="list-style-type: none"> • Create contrasting textures by combining sounds. • Create music that describes two contrasting moods. • Record composition using colour based graphic score (Holi festival unit) 	<ul style="list-style-type: none"> • Create simple chords in sequence to accompany a melody. • 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. • Record composition using a rhythm grid; include rhythmic and pitched staff notation.
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<p><i>Perform/ Evaluate</i></p>	<ul style="list-style-type: none"> • Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet, high/low. • Play together, using symbols as a support. • Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short. • Discuss what they liked most about their composition and performance. 	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Discuss what they liked most about their composition and performance. If they were to repeat it, what would they change and how they might change it. 	<ul style="list-style-type: none"> • Create and control sounds on instruments. • Perform a repeated pattern to a steady pulse. • Discuss what they felt went well and what did not go well with their composition and performance. If they were to repeat it, what would they change and how they might change it, giving musical evidence to support their answers. 	<ul style="list-style-type: none"> • Keep in time with an alternating pulse. • Maintain own part with awareness of how the different parts fit together to achieve an overall effect. • Perform a round confidently using voices and instruments. • Discuss what they felt went well and what did not go well with their own compositions and performances and also that of their peers. If they were to repeat their own work, what would they change and how they might change it, giving musical evidence to support their answers. 	<ul style="list-style-type: none"> • Play instruments with control and rhythmic accuracy. • Perform a canon confidently using voices and instruments. • Discuss what they felt went well and what did not go well with their own compositions and performances and also that of their peers. If they were to repeat the unit, what would they change and how they might change their own compositions and that of their peers, giving musical evidence to support their answers. 	<ul style="list-style-type: none"> • Demonstrate awareness of own contribution leading others, taking a solo part and/or providing rhythmic support/accompaniment. • Perform in two – part harmony confidently using voices and instruments. • Play simple chords in sequence (major and minor). • Discuss what they felt went well and what did not go well with their own compositions and performances and also that of their peers. If they were to repeat it, what would they change and how they might change their own compositions and that of their peers, giving musical evidence to support their answers.
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Vocabulary	Vocabulary Pitch – high/low Tempo – fast (allegro)/ slow (largo)	Vocabulary Include previous year(s) also: Dynamics (volume) Loud (forte)/ quiet (piano) Rhythm - short / long notes Pulse - beat	Vocabulary Include previous year(s) also: Repetition Texture – Homophonic (single sound) Polyphonic – Multiple sounds	Vocabulary Include previous year(s) also: Melody Changes in tempo – getting faster (accelerando) Getting slower – ritornello Timbre – character	Vocabulary Include previous year(s) also: Ostinato – repeated motif often at same pitch Scale – run of notes between an octave Arpeggio (broken chord) Discord – clash Harmony Canon – a melody with one or more imitations of the melody played after a set duration e.g. one silent beat. Chord – more than one note played at the same time.	Vocabulary Include previous year(s) also Drone (constant noise in background, often low)
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