



**Music:**

**Progression in skills and knowledge**

## Listening and appraising with the Musical Elements:

*Each year builds on previous learning -- Always consider: Audience- Purpose- Effect -- Explore Range and Breath of music*

<u>The musical elements:</u>		
<b>Dynamics</b> (volume)	<b>Tempo</b> (speed)	<b>Pitch</b> (high and low)
<b>Timbre</b> (instrument/sound)	<b>Duration</b> (rhythm)	
<b>Texture</b> (layers of sound/ combination of instruments or sounds)		<b>Structure</b> (how the music is organized)
<b>Year group</b>	<b>Objective/ assessment: The musical elements</b>	<b>Focus</b>
Reception	Listen and Respond	Keystage 1 focus: -Dynamics                      -Tempo -Pitch                              -Timbre
Year 1	Listen, respond, recognise	
Year 2	Recognise and State	
Year 3	Identify in a piece of music Describe in a piece of music	Keystage 2 build on KS1 while focus on: -Duration -Texture -Structure
Year 4	Compare in pieces of music Discuss different uses for different styles/ genres	
Year 5	Describe features used Explain the effect of ... (mood/ images created through the musical elements)	
Year 6	Analyse the use of the elements- audience, purpose, effect Explore stylistic features of genre or composer Discuss, argue and justify success/ effect	

	<b>Dynamics</b>	<b>Tempo</b>	<b>Pitch</b>
Reception Listen and respond	Sounds can be loud or quiet	Sounds can be fast or slow	Sounds can be high or low
Yr1 Listen, respond, recognise	Sounds can be loud or quiet  This can reflect/affect the mood eg. Make us feel- Happy, sad	Sounds can be fast or slow  This can reflect/affect the mood eg. Make us feel- Happy, sad	Sounds can be high or low Sounds can move by step or leap Begin to recognise 'Melody' or 'Tune'
Yr2 Recognise and state	Sounds can get louder or quieter  This can reflect/affect the mood eg. Make us feel- Happy, sad	Sounds can get faster or slower  This can reflect/affect the mood eg. Make us feel- Happy, sad	Sounds can move by step or leap  When sounds are organized into steps and leaps they make a 'tune' or 'melody'
Yr3 Identify and describe	Describe dynamics as <i>Loud = forte (f)</i> <i>Soft/ quiet = piano (p)</i>  Discuss volume of music- Gamelan is quiet/ soft because...	Describe tempo as <i>Fast= allegro</i> <i>Slow= Andante 'walking pace'</i> <i>In the middle as 'moderato'</i>	The tune of a piece of music is called 'melody'  <i>Melodies</i> are made of patterns and shapes of moving pitches
Yr4 Discuss and compare	<i>Very loud= fortissimo (ff)</i> <i>Very quiet = pianissimo (pp)</i>  Dynamics in between: <i>-mp: mezzo piano (between Piano and forte)</i> <i>-mf: mezzo forte (between forte and piano)</i>	<i>Very fast = presto</i> <i>Very slow= lento</i>  4/4 time 3-4 time	There are a variety of different patterns and scales used to make melodies and riffs  A <i>scale</i> is a pattern of pitches  Songs in different styles/ patterns: blues scale

	<p>Describe changes in dynamics:  <i>-Crescendo= getting louder</i>  <i>-Diminuendo = getting quieter</i></p>		
<p>Yr5  Discuss use and effect</p>	<p>Describe the use of dynamics using musical vocabulary</p>	<p>Describe the use of tempo using musical vocabulary</p>	<p>There are a variety of different patterns and scales used to make melodies and riffs</p> <p><i>A scale is a pattern of pitches</i></p> <p><i>A riff is a short repeating melody</i></p> <p><i>Pentatonic scale- a five note scale</i></p>
<p>Yr6  Discuss and explore use and impact</p>	<p>Discuss thoughts on the impact/ effect of the dynamics using appropriate musical vocabulary  <i>Audience- purpose- effect</i></p> <p>Exploring:  <i>-dynamics- Piano? Forte? How does this affect the mood/ emotions etc</i>  <i>-Changes in dynamics and the effect of this</i></p>	<p>Discuss thoughts on the impact/ effect of the Tempo using appropriate musical vocabulary  <i>Audience- purpose- effect</i></p> <p>Exploring:  <i>-Tempo- does it change? How does it affect the music- feeling/ emotions?</i></p>	<p>Discuss thoughts on the impact and effect of melody used in the music using appropriate music vocabulary</p> <p>Exploring:  <i>-choice of melody instrument (timbre/ pitch)- does it change- why?</i>  <i>-Dynamics- use for expression or emotion in the melody?</i>  <i>-Texture- one melody instrument, many instruments, different instruments together</i></p>

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	<b>Timbre</b>	<b>Duration</b>	<b>Texture</b>	<b>Structure</b>
Reception: Listen and respond	A range of materials and objects can make sounds	Sounds can be long or short	More than one sound can be made at the same time  <i>Begin to hear language:</i> <i>-Unison= all together (one sound)</i> <i>-Call and response</i>	Music can tell stories
Yr1 Listen, respond, recognise	A range of materials and objects can make sounds  Begin to identify instruments used and seen in school: percussion, ocarina	Sounds can be long, or short  Vocal rhythms and graphic notation: Slug (4) Be (2) Fly (1) Spider ( $\frac{1}{2}$ + $\frac{1}{2}$ )	More than one sound can be made at one time  Continued exposure to vocabulary: <i>-Unison= all together (one sound)</i> <i>-Call and response (copy cat or Q+A)</i> <i>- Ostinato= repeating pattern</i>	Music can tell stories Be added to a story Music, like a story, has a structure
Yr2 Recognise and state	Sounds of instruments can be made in more than one way	Sounds can be made into patterns (rhythm) Vocal rhythms + graphic notation:	Different layers of sounds are used in music  Recognise and explain language:	Music can have a beginning, middle and end  These will sound different

	Percussion instruments are – hit, shake or scrape (Samba)	Yr1 + Caterpillar (4 x ¼) Grasshopper (½+ ¼ + ¼ )	-Unison -Call and response (copy cat or Q+A) Call is performed (person or group) -Response (person or group) echo the call or answer the call - Ostinato= repeating pattern	
Yr3 Identify and describe	A range of materials and objects can make sounds  Continue to identify instruments used and seen in school: percussion (wooden and metallic) (stringed instruments) Orchestral instruments linked to DMS	Rhythm is patterns of long and short notes (durations)  Slug (4) Be (2) Fly (1) Spider (½ + ½ ) Caterpillar (4 x ¼) Grasshopper (½+ ¼ + ¼)	Solo= one performer Duet= two performers Ensemble= group Unison= all together one sound  Recognise explain and explore: -Call and response Copy cat: response echoes (the same) the call Q+A: response answers (is different) the call Call is performed (person or group) -Ostinato (repeating pattern)	Music can have different structures  Songs can have different structures  Gamelan music uses <i>ostinatos</i> (repeating patterns) and adds new instruments to build up and back down from start to end

<p>Yr4 Discuss and compare</p>	<p>Identify instrument Families:  <i>-Woodwind (have a reed and blown into)</i>  <i>-Brass (made of steel and blown into)</i>  <i>-String</i>  <i>-Percussion (hit, shake or scrape)</i></p>	<p>Extend knowledge of rhythmic notation using vocal rhythms and notation:   <i>-Slug: (Semi breve held for 4 beats)</i>  <i>-Be: (Minim held for 2 beats)</i>  <i>-Fly: (Crotchet held for 1 beat)</i>  <i>-Spider (two quavers ½ beat each)</i>  <i>-Caterpillar (4 semi quavers: all ¼)</i>  <i>- Grasshopper (quaver 2semi quavers ½ + ¼ + ¼ )</i>  <i>-Butterfly (2 semi quavers quaver (¼ + ¼ + ½)</i></p>	<p><i>Drone</i> = long continuous note providing accompaniment (usually low pitched- eg. Bagpipes)   <i>Harmony</i>- 2 or more parts or pitches that blend together   Polyrhythm- more than one rhythmic pattern at the same time.</p>	<p>Musical Structures often have repeating sections   Song structure   12 bar blues   Groove and fill</p>
<p>Yr5 Discuss use and effect</p>	<p>Instruments can be combined for musical effect   Families of instruments are often grouped.  African drum groups, rock band, folk band etc</p>	<p>Continue vocal rhythms and notation from year 4- deepen through range and breath (African drumming)   Rhythms can be layered- polyrhythm</p>	<p>Chords- Ukuele – more than one note played at the same time   <i>-Con-chord= harmony that blends nicely (most music)</i>   <i>-Dischord= harmony that clashes and sounds harsh</i></p>	<p>Structures can be used to express different genres and intentions   Genres often follow similar structures  <i>-pop songs= song structure, 12 bar blues, dance tracks</i></p>

			Some music has a melody and harmony. The melody is the tune and the harmony is chords that fit nicely.	<i>African music: head-unison- call and response-bridge</i>
Yr6 Discuss and explore use and impact	Exploring: <i>-Impact/ effect of the instruments chosen</i> <i>-How would this be different if the instruments were changed? Eg. If you tried to play a heavy metal song using only orchestral instruments?</i> <i>-Why did the composer choose this instrument/ timbre?</i>	Further use of Yr4/5 rhythms- deepen skills and understanding  Explore rhythms beyond our vocal rhythms  Exploring: <i>-effectiveness of the rhythms used: the emotions they evoke: energetic, agitated, mellow and relaxing etc</i> <i>-Style of music and standard rhythms</i>	Discuss and evaluate the impact and effect of textures chosen in the music using appropriate musical vocabulary  Exploring: <i>-what instruments and sounds have been layered in the music?</i> <i>-What textures have been used? (call and response, unison, round, ostinato, solo, duet, drone, harmony, polyrhythm)</i> <i>-What effect does this have?</i> <i>-Why did the composer choose these instruments and textures?</i>	Explore: <i>-Is the music easy to follow / understand?</i> <i>-Did the composer do this intentionally?</i> <i>-What is the structure/ how would you interpret (label) the structure?</i>



**Performing: Tuned and Untuned instruments**  
**Knowledge and Skills Progression**

	Reception <i>Perform together</i>	Yr1 (Dino comp + ocarina) <i>In time/ tune with others</i>	Yr2 (Samba) <i>In time/ tune with others</i>
<p><b><u>Performance skills</u></b></p> <ul style="list-style-type: none"> <li>-Together</li> <li>-In time</li> <li>-In tune</li> <li>-With accuracy (rhythm and pitch)</li> <li>-With fluency (no breaks- mistakes hidden)</li> <li>-With confidence and control</li> <li>-With expression and gesture</li> </ul> <p style="color: red;"><u>Deepen through:</u>            Range + breath of Musical elements and musical styles</p>	<p>Perform <b>together</b> being led by an adult/ conductor</p> <p>Start and finish together</p>	<p>Play tuned and untuned instruments</p> <p>Perform <b>together</b></p> <ul style="list-style-type: none"> <li>-Unison (all together)</li> <li>-Call and response</li> </ul> <p>Perform and read graphic notation:</p> <ul style="list-style-type: none"> <li>-Dino comp graphic score</li> <li>-Vocal rhythms and graphics: Slug, Be, fly, spider</li> </ul> <p>Watch the conductor to help stay <b>in time</b> together</p>	<p>Play tuned and untuned instruments with awareness of others:</p> <ul style="list-style-type: none"> <li>- Samba instrument parts</li> </ul> <p>Listen carefully in order to...</p> <p><b>-Keep in time</b></p> <p>-Watch the conductor and listen to others</p>

Yr 3 (Gamelan) <i>With accuracy</i>	Yr4 (Bucket Drums) <i>With fluency</i>	Yr5 (African Drumming) (+Caribbean) <i>With confidence and control</i>	Yr6 (Mexican Music) <i>With expression and gesture</i>
<p><b>Accuracy:</b> Perform parts layered (more than one together)</p> <p><b>In time:</b> Play with awareness of own and other parts (in time)</p> <p>Perform and read graphic notation: -Vocal rhythms and graphics: Slug, Be, fly, spider, caterpillar, grasshopper</p>	<p><b>Accuracy:</b> Maintain their part within a performance: listening to others, following the conductor or structure</p> <p><b>Fluency:</b> Maintain their part regardless of mistakes they make</p> <p>Perform and read graphic notation: -Vocal rhythms and graphics: Slug, Be, fly, spider, caterpillar, grasshopper, butterfly, centipede, ladybird, earwig</p>	<p>Perform more technically demanding parts in layers</p> <p><b>Accuracy:</b> Maintain their part in a performance with good awareness -listening to others, following the structure</p> <p><b>Fluency:</b> Maintain their part regardless of mistakes made by themselves or others etc</p> <p><b>Confidence</b> <i>-Demonstrate ability to manage pressure and nerves</i></p>	<p>Demonstrate technical proficiency performing a range of rhythms and textures</p> <p>Take greater responsibility for preparing the performance considering the use of the musical elements effectively within the style: <i>-plan, prepare, practice, perform</i></p> <p>Perform with <b>expression</b> and gesture: <i>-demonstrating an understanding of the style/ genre and mood</i> <i>-Interacting with or connecting with the audience/ listener (actions, gestures, eye contact etc)</i></p>

## Performing: Singing

### Knowledge and Skills Progression

Key Stage 2			
See performance skills too	R	Yr 1	Yr2
<p><b>Singing</b></p> <p><b>Posture:</b></p> <ul style="list-style-type: none"> <li>-Stand up straight</li> <li>- Set your chin</li> <li>- Shoulders down</li> <li>- Relax</li> </ul> <p><b>Breathing</b></p> <p><b>Tone</b></p> <p><b>Phrasing</b></p> <p><b>Articulation</b></p>	<p>Pitch- high and low</p> <p>Speaking voice/ singing voice</p> <p>Match pitch</p> <p>Singing in tune</p> <p>Sing songs, chants and rhymes (<b>together</b>)</p> <p>Focus on reinforcing sol-mi mi-sol</p>	<p>Sing traditional songs, nursery rhymes and chants clearly (<b>together</b>)</p> <p>Unison singing</p> <p>Call and response</p> <p><b>Posture</b></p> <ul style="list-style-type: none"> <li>-Stand up straight</li> <li>-Set chin</li> <li>-Shoulders down</li> <li>-Relax</li> </ul> <p>Focus: so, mi and la combinations</p>	<p>Sing simple songs and chants with a sense of melody and shape/ tune:</p> <p><b>-In time</b></p> <p><b>-In tune</b></p> <p>Demonstrate good <b>posture</b></p> <ul style="list-style-type: none"> <li>-Stand up straight</li> <li>-Set your chin (<i>Ensures throat remains open/ clear and with good airflow for good tone</i>)</li> <li>-Shoulders down</li> <li>-Relax (<i>tension causes the lungs and throat to tighten which negatively affects breathe control and tone</i>)</li> </ul> <p>Begin to introduce/ focus awareness of <b>Breathing</b></p> <p>Focus: So, mi, la, do combinations</p>

Yr3	Yr4	Yr5	Yr6
<p>Sing a range of songs appropriate to their abilities- <b>In time, in tune, accurately</b> (pitch)</p> <p>Demonstrate good singing <b>posture:</b></p> <p>Demonstrate good <b>breathing:</b></p> <p><i>-Deep into the belly</i>  <i>-shoulders stay down and relaxed</i>  <i>-posture doesn't change</i></p> <p><i>Focus:</i>            So, mi, la do , re            internalised            Awareness of full scale</p>	<p>Sing songs from a range of styles and genres</p> <p>Sing <b>fluently:</b></p> <p>- In time            - In tune  <i>-accurately (pitch) -no stopping or breaks in the music</i></p> <p><i>With good posture and good breathing</i></p> <p><i>Demonstrate good tone (sound resonates in the chest or head)</i></p> <p><i>Focus:</i>            Do pentatonic            La pentatonic            Blues</p>	<p>Sing songs with an awareness of audience, purpose and effect</p> <p><i>-comparing the purpose and delivery of different songs</i></p> <p>Sing with <b>confidence</b> and <b>control:</b></p> <p><i>-good posture</i>  <i>-good breathing</i>  <i>-fluently</i>  <i>-Good tone and intonation (all notes in tune regardless of pitch changes)</i>  <i>-Clear shape and phrasing (accurate control of tones and pitches, breathing in the correct place)</i></p> <p><i>Focus:</i>            Full scale</p>	<p>Sing a wide range of songs commenting on and discussing the intended audience- purpose and effect and exploring different ways of delivering the song</p> <p>Sing with good <b>control, expression</b> and use of gestures to engage and connect with the audience</p> <p><i>Focus:</i>            Full scale major/ minor</p>

## Composition

### Knowledge and Skills Progression

	R	Yr 1 Dinosaur story musical accompaniment	Yr2 Samba percussion composition
	Explore and experiment with different sounds  Respond to different stimuli (pictures, stories)	Explore, experiment and choose sounds and patterns in response to stimuli – story (with a focus on dynamics, tempo and pitch)  Dinosaur story composition	Compose rhythmic patterns and ostinatos within clear set structures  Use the musical elements dynamics, tempo, pitch and timbre to explore musical ideas
Yr3 DMS- composition	Yr4 Bucket beats compositions	Yr5 Ukulele	Yr6
Compose a short piece with simple rhythm and melody within a set structure in 4/4 time	Compose rhythms in 4/4 with clear structure and phrasing using notation - 4 bar AABA structure -Groove and fill patterns - Variety of timbres and pitches on the drum  Improvise and compose blues verse using lyrics and the blues scale.	Carribean- composition on drums  Compose rhythmic patterns within clear structure Develop use of texture: unison, call and response and polyrhythms  Consider the use of the musical elements within the composition	Compose and arrange songs based on existing melodies with awareness of audience, purpose and effect  Compose music within set structures binary/ ternary that demonstrates the understanding and use of the musical elements.

