Morley Memorial Primary School Music Progression Document

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|  |  | Rec | 1 | 2 | 3 | 4 | 5 | 6 |
| MUSICIANSHIP | TEMPO  (PULSE) | Create a steady beat | Walk / move / clap to a steady beat  Use body percussion and classroom percussion to maintain beat  Tell the difference between fast and slow tempo ( and respond to changes) | - - Keep at steady pulse  - Sing / clap / walk to a pulse with increasing or decreasing tempo  - Sing / clap rhythmic pattern in contrasting tempo, but keep to pulse.  Recognise 2 and 3 beat groupings. | - Understand metre in 2,3,4 & 5 beats and downbeats.  Understand how use of tempo can provide contrast (allegro / adagio).  - Walk / move / clap to a steady beat, responding to changing tempo . |  | Explain how tempo changes musical character.  Choose the most appropriate tempo for piece of music.  Understand the relationship between pulse and syncopated patterns. | Combine groups of beats.  Show how a small change in tempo can make piece more effective and changes its character. |
| DURATION  (RHYTHM) | Tap rhythms and syllables. | Clap short rhythmic patterns. Perform word pattern chants and own rhythm patterns.  Tell difference between long and short sounds. | Play simple rhythmic patterns.  Copycat rhythms - follow a leader.  Invent rhythm patterns for others.  Use word phrases for rhythms. | Create repeated patterns with different instruments.  Apply word chants to rhythms (link syllables to notes). |  | Play simple rhythms accurately, adjusting  to stay in time. |  |
| PITCH | Sing songs matching pitch and following melody | -Sing to match pitch : mi – so / pentatonic scales.  Sing song with both high and low voices and discuss difference.  Tell difference between high and low sounds. | Sing accurately at given pitch range do – so.  Recognise sounds that move by steps and then leaps – show with body movement / hands.  Play singing games on so-mi cuckoo interval. | Sing songs with pitch do – so.  Recognise high / low / rising / falling pitch (do – so). | Explore and use sets of pitches (4 or 5 note scales). | Use pitches simultaneously (simple chords) to produce harmony.  Devise and play repeated sequence of pitches to accompany song. | Use a full range of chromatic pitches to build chords, melodies and bass lines. |
| DYNAMICS |  | Tell the difference between and make loud and quiet sounds. | Know the meaning of dynamics (quiet and loud, crescendo and diminuendo). | Use terms : Loud (forte), quiet (piano). | Show how they use dynamics to provide contrast. | Identify where a gradual change in dynamics can shape a musical phrase. |  |
| TIMBRE |  | Give a reason for choosing an instrument. | Choose sounds which create an effect. |  | Identify how a change of timbre can change the effect of a piece of music. |  |  |
| TEXTURE |  | Identify 2 types of sound happening at the same time. |  | Combine different sounds to create mood.  Explore drone / harmony /  unison / layered / solo. | Use selected pitches simultaneously to create harmony. | Use pitches simultaneously to produce harmony by building up simple chords. |  |
| STRUCTURE |  | Know a chorus is repeated. | Order sounds to create a beginning, middle and end.  Use simple structures in a piece of music.  Know that phrases are where we breathe in a song. | Identify repetition, contrasts and variations.  Structure musical ideas – call and response/ echo / Q & A phrases / beginning, middle and end / ostinato. |  | Recognise and use basic structural forms (e.g.) rounds, variations, rondo.  Identify and use patterns of repetitions, contrasts (rhythm, dynamics, timbre) and variations to give structure to a melody. |  |
| LISTENING & APPRAISING | | Listen attentively to music.  Move to music.  Talk about music.  Experience music related to musicians and festival from different cultures. | Identify changes in sounds.  Recognise repeated patterns.  Respond to different musical moods.  Say how music makes feel.  Say whether like or dislike piece.  Listen to sounds in the school environment, comparing high and low sounds. | Listen out for particular things  Improve their own work. | Use musical words and elements to describe music.  Justify likes and dislikes using musical words.  Improve their work & explain.  Identify whether a change is gradual or sudden. | Identify popular musical instruments from a picture and describe how they are played.  Comment on the dynamics, tempo, style, tonality and texture of a piece of music.  Use basic musical vocabulary to describe the sound of specific musical genres or instruments.  Explain the place of silence and say what effect it has. | Identify unusual musical instruments and describe the timbre.  Comment on specific elements in a piece of music and how they evolve over time.  Describe, compare and evaluate music using musical vocabulary .  Explain why they think their music is successful or unsuccessful.  Suggest improvements to their own and others’ work. | Describe, compare and evaluate music using musical vocabulary.  Analyse features within different forms of music.  Comment on specific elements in a different forms of music and how they evolve over time.  Use musical vocabulary to describe the styles of specific composers, genres or instruments.  Identify popular musical instruments from audio or video and describe the timbre.  Appraise the introductions, interludes and endings for songs and compositions they have created.  Refine and improve work. |
| MUSICAL HISTORY | |  |  |  | Recognise the music of at least one famous composer  *Handel, Strauss, Tchaikowsky,*  *Ellington, Lloyd Webber.*  Brief introduction to musical period / genre. | Identify the style of Beethoven, and Mozart.  Comment on geographical and social context of a piece of music.  Describe and identify different purposes of music*.* | Comment on geographical, social and historical context when comparing pieces of music.  Use musical vocabulary to describe the styles of specific composers, genres or instruments.  Contrast the work of famous composers and show preferences. | Comment on geographical, social and historical context when comparing pieces of music.  Evaluate how the venue, occasion and purpose affects the way a piece of music is created .  Compare and contrast the impact of different composers from different times will have had on people of that time. |
| PERFORMING | GENERAL | Explore and engage in music-making.  Perform solo. | Join in.  Copy sounds.  Follow instructions about when to sing / play (– start / stop / loud / quiet / Count in).  Look at audience. | Perform with others.  Respond to leaders actions and visual symbols. | Copy stepwise melodic phrases with accuracy at different speeds.  Extend to Q & A phrases.  Play and perform melodies from staff notation (Do – mi). | Use staff notation when performing short melodic or rhythmic phrases.  Perform a simple part rhythmically. | Use staff notation when performing extended musical phrases.  Maintaining their part whilst others are performing their parts. | Use staff notation when performing extended musical phrases.  Take a lead in a performance.  Perform parts from memory.  Take a solo part .  Combine groups of beats .  Perform a piece with two or more distinct melodic / rhythmic parts and know how it fits together. |
| SINGING | Sing well-known songs and nursery rhymes in a group.  Sing on own, expressing their feelings and responses. | Speak, sing, chant.  Make different sounds with voice. | Follow the melody.  Sing short phrases independently in game / song.  Sing accurately at given pitch. | Sing in tune with expression.  Control voice.  Perform actions confidently to songs. | Have dynamic and expressive control of their voice when singing.  Demonstrate a basic understanding of good posture when singing as part of a group.  Sing songs from memory with accurate pitch. | Sing and use their understanding of meaning to add expression.  Demonstrate an understanding of good posture and breath-control when singing as part of a group.  Have dynamic and expressive control of their voice when singing.  Have good intonation when singing short phrases.  Sing a harmony confidently and accurately, | Demonstrate an understanding of good posture and breath control when singing as part of a group  Have consistently good intonation when singing.  Sing a harmony part confidently and accurately. |
| INSTRUMENTAL |  | Use instruments to perform.  Use body & un-tuned percussion to maintain a steady beat.  Play repeated patterns (ostinato) on tuned instrument.  Make different sounds with instruments. | Play simple rhythmic patterns and accompaniments at a steady pulse. | Create repeated patterns with different instruments.  Play clear notes.  Work with a partner to create piece music on more than one instrument.  Experience at least 1 term’s recorder tuition, with exposure to formal notation. Play tuned percussion and recorder. | Demonstrate good performance skills when playing an instrument as part of a group.  Play a simple rhythm accurately and with dynamic control.  Play an intermediate melodic phrase accurately.  Play a sequence of 2 – 3 chords on the ukulele. | Play a difficult melodic phrase accurately.  Play a sequence of 4 chords on the ukulele.  Demonstrate consistently good performance skills when playing an instrument as part of a group.  Develop the skill of playing short phrases on tuned instruments by ear.  Play a simple rhythm accurately, adjusting to stay in time. | Play enough chords on the ukulele to accompany a song.  Demonstrate consistently good performance skills when playing an instrument in a group.  Develop the skill of playing extended phrases on tuned instruments by ear.  Play a sequence of / difficult melodic phrases accurately.  Play a simple rhythm accurately with dynamic control, adjusting to stay in time.  Provide rhythmic support**.** |
| COMPOSING | TEXTURED IMPROVISATION |  | Improvise vocal chants and question and answer phrases. | Work with partner to improvise simple Q & A phrase on un-tuned percussion. | Develop improvisation skills with voices and tuned / un-tuned percussion (limited note range). | Improvise melodic or rhythmic phrases using repeated patterns. | Improvise within a group using rhythmic phrases  Improvise basic melodic phrases. | Create sounds to accompany a short film. |
| MELODIC & RHYTHMIC COMPOSITION | Create their own music. | Change the soun.d  Choose sounds to represent different things.  Explore percussion in storytelling.  Make a sequence of sounds.  Repeat short rhythmic / melodic patterns.  Invent, retain and record rhythm and pitch patterns & know the difference.  Use music technology to capture, change and combine sounds. | Order sounds to create a beginning, middle and end.  Create music in response to different starting points and in response to non-musical stimuli.  Choose sounds which create an effect.  Create & perform own chanted rhythm patterns.  Use music technology to capture, change and combine sounds. | Use the different musical elements in composition.  Compose melodies and songs.  Create accompaniments for tunes using known rhythm and note values.  Combine different sounds to create mood .  Compose in response to a range of stimuli. | Create sounds in response to a series of pictures conveying a short narrative.  Order sounds / lyrics to create a beginning and an end . | Use simple techniques to develop a melody.  Compose music which meets specific criteria.  Devise and play repeated sequence of pitches to accompany song.  Create sounds to accompany an imagined or actual short film.  Order sounds to create a beginning, a middle and an end.  Change sounds or organisation to change effect. Use music diary to record aspects of composition process .  Use Music IT to assemble loops in the composition of a ternary piece and discuss how contrasts are achieved. | Use more advanced techniques to develop a melody.  Use the Circle of Fifths to select approp chords.  Use Music IT to input melodic phrases in the composition of a ternary piece and discuss how contrasts are achieved.  Use a variety of musical devices in their composition (melody, rhythms, chords).  Order sounds /lyrics to create a beginning, intervening passages and an end.  Use the full range of chromatic pitches to build up chords, melodic lines and bass lines. Refine / improve their work. |
| NOTATION | |  | Follow pictures and symbols.  Explore and invent own graphic notation.  Show sounds using pictures. | Use stick notation to represent rhythms (inc crotchets / quavers and crotchet rest).  Use dot notation to record compositions.  Use symbols to represent sounds.  Make connections between notations and musical sounds. | Combine rhythmic notation with letter names for do re mi rising and falling phrases.  Use listening skills to correctly order phrases with dot notation do – mi.  Understand staves, clef, lines and spaces, crotchets, paired quavers, minims. | Accurately identify notes on the treble clef.  Use standard notations to record compositions and extended musical phrases.  Write notes using staff notation when performing extended pentatonic melodic phrases.  Use notations to record and interpret sequences of pitches.  Use notations and ICT to record composition in groups or alone. | Use their aural skills to transcribe a melodic phrase using staff notation.  Use staff notation to record basic musical phrases.  Recognise that different forms of notation serve different purposes.  Use notations to record groups of pitches (chords). | Use their aural skills to transcribe melodic and rhythmic phrases using staff notation.  Use staff notation to record basic melodic and rhythmic phrases and extended musical phrases.  Recognise that different forms of notation have different purposes  Use different forms of notation.  Use IT to create, organise and record layers of musical sound and to express compositions as a musical score**.** |