

## Busill Jones Primary School-Music Progression Document

	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Singing</b>	Begin to build a repertoire of songs.	Sing simple songs, chants and rhymes from memory.	Sing songs with increasing vocal control and accurate pitch.	Sing a wide range of <b>unison</b> songs of varying styles and structures.	Perform with <b>control over voice</b> and awareness of others, <b>taking direction</b> from a conductor.	Sing a broad range of songs with a sense of <b>ensemble</b> and performance.	Sing a broad range of songs, including those that involve <b>syncopated rhythms</b> .
	Sing to self and make up songs.	Follow instructions on how to sing.	Know the meaning of <b>dynamics</b> and <b>tempo</b> and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. ( <b>crescendo, decrescendo, pause</b> )	Sing tunelessly and with expression,	Sing <b>rounds</b> and <b>partner songs</b> in different <b>time signatures</b> (2, 3 and 4 time)	Sing with <b>accurate pitching</b> and <b>appropriate style</b> .	Observe <b>rhythm, phrasing, accurate pitching</b> and <b>appropriate style</b> when singing,
	Sing a few familiar songs.	Imitate changes in <b>pitch</b> .  Sing in high and low voices and talk about the difference in sound.	Sing short phrases independently within a singing game or short song.	Perform <b>forte</b> and <b>piano</b> (loud and soft)  Perform actions confidently and in time to a range of <b>action songs</b> .  Pronounce the words within a song clearly.	Sing a simple second part to introduce <b>vocal harmony</b> .	Sing <b>three-part</b> rounds, partner songs and songs with a <b>verse and chorus</b> .	Sing <b>Three and four-part rounds</b> and partner songs.  Experiment with positioning singers randomly i.e. no longer in discrete parts, to develop greater listening skills, balance between parts and vocal independence.

# Listening

To explore the different sounds of instruments.	Identify the beat ( <b>pulse</b> ) of a tune.	Identify the beat ( <b>pulse</b> ) of a tune.	Use the terms: <b>pitch, pulse, dynamics, rhythm</b> confidently.	Use the terms: <b>pitch, pulse, dynamics, rhythm, timbre, tempo</b> confidently when describing a piece of music.	Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions.	Describe how lyrics often reflect the cultural context of music and have social meaning.
Tap out simple <b>rhythms</b> .	Recognise changes in <b>pitch</b> .	Copy and also create <b>rhythms</b> for others to copy using names, colours, animals or other words.	Begin to recognise and describe changes in <b>tempo and timbre</b> .	Recognise the style of music and important musical features of the style.	Identify 2/4, 3/4, 6/8 and 5/4 metre.	Understand what a musical outro is and its purpose.
Explore how sounds can be changed.	Listen to <b>rhythms</b> and clap them back.	Recognise changes in <b>pitch and dynamics</b> .	Identify <b>more</b> instruments by the sound that they make.	Identify 2/4, 3/4 and 4/4 metre.	Recognise the style of music and important musical features of the style.	Identify and describe the sound of instruments within a piece of music, referring to the <b>inter-related dimensions</b>
	Begin to identify <b>some</b> instruments by the sound that they make.	Identify <b>more</b> instruments by the sound that they make.	Begin to think about what the words of a song mean.	Describe the <b>texture and structure</b> of a piece of music.	Compare two songs in the same style.	
		Discuss how songs make you and others feel.		Identify and describe instruments within a piece of music.	Think about the message of a song.	
				Understand what a musical introduction is and its purpose.		
				Identify major and minor tonality.		

# Performing

Capture experiences and responses with a range of media, including music.	Follow instructions on how to play an instrument.	Play a musical part in time with a <b>steady pulse</b> .	Perform as a choir in school assemblies.	Perform a range of songs in school assemblies.	Perform solos or as part of an ensemble.	Perform with controlled breathing (voice) and skilful playing (instrument)
		Listen to and follow musical instructions from a leader (conductor)	Play tuned percussion or a melodic instrument following <b>staff notation</b> using up to three notes as a whole class or in small groups.	Read and perform <b>pitch notation</b> using up to 5 notes.	Perform a range of songs in school assemblies and in school performance opportunities.	Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
			Copy stepwise melodic phrases with accuracy at different speeds; <b>allegro</b> and <b>adagio</b> (fast and slow)	Develop the basic skills of a selected instrument over a sustained learning period.	Communicate the words of a song effectively to convey meaning.	
			Play and sing with an awareness of the <b>pulse</b> .	Play and perform melodies following staff notation using a small range of notes as a whole class or small groups.	Sing or play following <b>staff notation</b> written on one <b>stave</b> with confidence	Play a melody following <b>staff notation</b> written on one <b>stave</b> . Make decisions about <b>dynamic range</b> including <i>ff</i> , <i>pp</i> , <i>mf</i> and <i>mp</i> .
				Perform in two or more parts (e.g. <b>melody</b> and <b>accompaniment</b> or a <b>duet</b> ).	Discuss what went well about a performance and what could have been better.	
				Experience <b>leading / conducting</b> the playing of music.	Lead a performance section.	

# Composing

<p>Make up simple rhythms.</p> <p>Represent their own ideas, thoughts and feelings through music.</p>	<p><b>Whole Class</b> Create musical sound effects and short sequences of sounds in response to a stimuli (e.g. rainstorm or train journey)</p>	<p><b>Whole Class</b> Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch)</p>	<p><b>Small groups</b> Compose in response to different stimuli (e.g. stories, poetry, images)</p>	<p><b>Small groups</b> Compose music to create a specific mood, for example creating music to accompany a short film clip.</p>	<p><b>Small groups or pairs</b> Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book.</p>	<p>Plan and compose an 8 or 16 beat melodic phrase using the <b>pentatonic</b> scale (C D E G A) and use notation to record.</p>
	<p>Understand the difference between creating a <b>rhythm</b> pattern and a <b>pitch</b> pattern.</p>	<p>Create short, <b>rhythm</b> patterns and represent with <b>stick notation</b> including crotchets, minims and crotchet rests.</p>	<p>Help to plan and create at least one simple melody using three notes, using <b>dot notation</b> to show higher and lower pitch,</p>	<p>Combine <b>rhythmic notation</b> with letter names to create short <b>pentatonic</b> phrases (5 notes).</p>	<p>Work in pairs to compose a short <b>ternary</b> piece. (A - B - A)</p>	<p>Compose a <b>ternary</b> piece; using music software apps to create and record it.</p>
	<p>Recognise how <b>graphic notation</b> can represent created sounds.</p>	<p>Use <b>symbols</b> to keep a record of composed pieces.</p>	<p>Combine <b>rhythmic notation</b> with letter names.</p>	<p>Create sequences of 2, 3 and 4 beat phrases using known note values (<b>minim, crotchet, crotchet rest and paired quavers</b>).</p>	<p>Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song.</p>	<p><u>Improvisation</u> Use chord changes as part of an improvised sequence.</p>
	<p>Explore and invent own <b>symbols</b>.</p>	<p><u>Improvisation</u> Work with a partner to <b>improvise</b> simple <b>question and answer</b> phrases to be sing and played on <b>untuned</b> percussion.</p>	<p>Compose song accompaniments on untuned percussion using known rhythms and <b>note values</b>. (<b>crotchets and minims</b>)</p>	<p>Include smooth (<b>legato</b>) and detached (<b>staccato</b>) sounds within compositions.</p>	<p>Experiment with a wider range of <b>dynamics</b>.</p>	<p>Extend improvised melodies beyond 8 beats over a fixed <b>drone</b> or <b>groove</b>.</p>
	<p><u>Improvisation</u> <b>Improvise</b> simple vocal chants using <b>question and answer</b> phrases.</p>		<p>Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Use <b>rhythm notation</b> and <b>stick notation</b> to capture and record compositions.dot</p>	<p>Record the composition using <b>time signatures, staff notation</b> or <b>technology</b>.</p>	
			<p><u>Improvisation</u> <b>Improvise</b> using voices, <b>tuned</b> and <b>untuned</b> percussion using up to three notes.</p>	<p>Use <b>rhythm notation</b> and <b>stick notation</b> to capture and record compositions.dot <u>Improvisation</u> <b>Improvise</b> using voices, <b>tuned</b> and <b>untuned</b> percussion using up to three notes.</p>	<p><u>Improvisation</u> Improvise with rhythm, using voice and instruments (up to three notes)</p>	
				<p>Use <b>rhythm notation</b> and <b>stick notation</b> to capture and record compositions.dot</p>	<p>Improvise freely over a <b>drone</b> or <b>groove</b> using tuned percussion and melodic instruments.</p>	

# Musicianship

Walk, move or clap a steady **beat**, changing the speed of the beat as the speed (**tempo**) of the music changes.

Use **body percussion** and **class percussion** to play repeated rhythm patterns. Use **tuned instruments** to play pitched patterns while maintaining a steady beat.

Perform word-pattern chants; create, retain and perform own rhythm chants.

Explore percussion sounds to enhance story telling.

Follow pictures and **symbols** to guide singing and playing. E.g. 4 dots = 4 taps on a drum.

Mark the **beat** of a piece of music by tapping or clapping, and respond to changes in tempo.

Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.

Respond independently to pitch changes heard in short **melodic phrases**, indication with actions (stand up / sit down, hands high- hands low)

Recognise **dot notation** and match it to 3-note tunes played on **tuned percussion**.

Introduce the **stave, lines and spaces, and clef**.

Introduce and understand the differences between **crotchets and paired quavers**.

Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Recognise the notes EGBDF and FACE on the musical **stave**.

Recognise and understand the symbols for a **minim, crotchet, paired quavers and rests** and say how many beats they represent.

Understand **major and minor** chords.

Follow simple **rhythmic scores** to a steady beat, maintain individual parts accurately within the rhythmic **texture**.

Further understand the symbols for **semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers** and say how many beats they represent.

Understand the difference between 2/4, 3/4 and 4/4 **time signatures**.

Read and perform pitch notation within an octave.

Read and play short rhythmic phrases at sight, using conventional symbols for known note durations.

Understand how **triads** (chords) are formed and play them on tuned percussion, melodic instruments or keyboards.

Further understand the symbols for **semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers** and their equivalent rests, and say how many beats they represent.

Further develop the skills to read and perform pitch notation within an octave.

Read and play confidently from rhythmic scores in up to 4 parts that contain known note durations.

Read and play from notation a four-bar phrase, identifying note names and durations.

# Vocabulary

music  
sound  
instrument  
nursery rhyme  
action song  
beat

Pulse  
Pitch  
Rhythm  
Genre  
Instrument  
Tuned  
Untuned  
Body percussion  
Untuned percussion  
Symbols

Previous  
Year's plus...  
Dynamics  
*Crescendo*  
*Decrescendo*  
Pause  
*Stick notation*  
Dot notation  
Crotchet  
Quaver  
Rest

Previous  
Year's plus...  
Tempo  
Timbre  
Forte  
Piano  
Staff notation  
Allegro  
Adagio  
Stave  
Lines  
Spaces  
Clef  
Unison

Previous Year's  
plus...  
Texture  
Structure  
Rounds  
Partner Song  
Silence  
Time Signature  
Harmony  
Melody  
Accompaniment  
Conductor  
Pentatonic  
Minim

Previous  
Year's plus...  
Style  
Three-part  
Ensemble  
Ternary  
Fortissimo  
Pianissimo  
Mezzo Forte  
Mezzo Piano  
Drone  
Groove  
Semibreve  
Semiquaver

Legato  
Staccato  
Major  
Minor

Previous Year's plus...  
Phrasing  
Four-part  
Four-bar phrase  
Syncopated rhythm

Triad