

# MUSIC PROGRESSION

| Big idea   | Aspect  | Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6  |
|------------|---------|--|---|---|---|--|---|
| Creativity | Singing | <p>Sing traditional songs, nursery rhymes and chants clearly. Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p> <p><span>covered x 4</span> <span>optional</span></p> | <p>Sing simple songs and chants with a sense of melody and shape. A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression.</p> <p><span>covered x 2</span></p>  | <p>Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns. The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p>   | <p>Sing songs accurately, both solo and as part of an ensemble. Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</p> <p><span>covered x 3</span> <span>optional x 3</span></p>   | <p>Maintain a part within an ensemble when singing in a round or in harmony. Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Harmonies can have the same words at the same time, or 'oo's and 'ah's sung underneath a melody.</p> | <p>Use gesture and expression to create a finished, polished performance. Gestures in music include eye contact, body language, and movement in time to the music. Some gestures are associated with different types of music. For example, nodding the head in time to the beat during a virtuoso guitar solo in rock music. Expression is the addition of personal nuances to evoke feelings in music. In musical scores, musicians are directed to do this by a range of words, such as <i>dramatico</i> (in a dramatic, exaggerated style), <i>legato</i> (smoothly and connected), <i>tranquillo</i> (quiet and peaceful) and <i>cantabile</i> (in a singing or flowing style).</p> <p><span>optional x 3</span></p> |
|            |         | Performance  | <p>Play and sing pieces of music, starting and finishing together. A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure that the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians to play or sing at the same time as each other.</p> <p><span>covered x 4</span> <span>optional</span></p> | <p>Play tuned and untuned percussion instruments and use your voice with awareness of others. Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or timpani, produce notes of different pitches. They should be played with an awareness of pitch, rhythm and dynamics. Untuned percussion instruments, such as a bass drum or guiro, produce sounds with no definite pitch. They should be played with an awareness of rhythm and dynamics.</p> <p><span>covered</span></p> | <p>Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments. Control in music can include breath control, where singers ensure that they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and dynamics of notes should match the intent of the musical score.</p> <p><span>optional</span></p> | <p>Play or sing music from notation and memory, with increasing accuracy, fluency, control and expression. Identifying the pitch and length of notes, observing rests and responding to dynamic marking, such as 'p' or 'f' will increase the accuracy, fluency, control and expression of a performance.</p> <p><span>covered x 3</span> <span>optional x 3</span></p>  | <p>Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing. Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.</p> <p><span>optional</span></p>   |

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|------------------|------------------|---|---|--|--|---|--|
| Pulse and rhythm | Pulse and rhythm | Copy a simple rhythm by clapping or using percussion. Identify and keep a steady pulse. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse. | Play a range of rhythms and pulses and identify the differences between them. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. The pulse often stays the same throughout a piece of music, whereas the rhythm changes.   | Identify a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted. Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar. The time signature 4/4 shows that there are four crotchet beats in a bar, 3/4 shows that there are three crotchet beats in a bar and 2/4 shows that there are two crotchet beats in a bar. In a bar, the beats receive the main pulse of the music and they can be played, clapped, counted or conducted. | Play and create repeated rhythmic patterns. One type of rhythmic pattern is an ostinato. An ostinato is a short melody that is played over and over again. A rhythmic ostinato is a short, constantly repeated rhythmic pattern. <span>covered x 4</span>  | Compose and perform a short piece of music, using a range of musical techniques, including an ostinato. An ostinato is a short melody that is played over and over again. A rhythmic ostinato is a short, constantly repeated rhythmic pattern. Other musical techniques are pitch (high or low), tempo (speed) and dynamics (loudness). <span>covered</span>   | Play and create pieces of music with a clear understanding of pulse and rhythm. Pulse can be created using bar lines to write bars of music with the same number of beats per bar, and using articulation to create strong beats. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves. <span>covered x 2</span> <span>optional</span> |
|                  |                  | Composition   | Create, select and combine sounds and rhythms using a variety of instruments, objects and the voice. Sounds can be made by playing tuned or untuned instruments, using the voice, hitting, shaking or scraping objects, or using the body to make percussive sounds. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. <span>covered x 6</span> <span>optional x 9</span> | Create, select and combine layers of sound and vocalisations with awareness of the effect. Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of the pitches, rhythms and other elements of music used. Adding sounds together creates texture in a piece of music. <span>optional</span>   | Improvise and compose sequences of sounds and vocals and record them using notes or pictures. Sequences of sounds combine melodies, harmonies, pitches, rhythms and dynamics. Sequences can be written down using informal pictures or symbols in a graphic score or using musical notation. <span>covered x 2</span>  | Improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation. Sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of musical notation. <span>covered x 3</span>   | Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics. Effective compositions involve using a variety of instruments, different pitches, repeated and contrasting rhythms, melodies and harmonies and dynamics. <span>covered x 2</span> <span>optional</span>  |
| Notation         | Notation         | Understand that music can be written down and read. Musical notes and symbols have meaning and can be read by musicians when they play. <span>optional</span>   | Recognise and respond to simple notation. Notes in musical notation are written on a staff, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way that a note is drawn tells the musician the duration of a note. The duration of a crotchet is one beat, a minim is two beats and a semibreve is four beats.   | Recognise and respond to invented musical notation and symbols. In musical notation, rests, such as crotchet rests, minim rests and semibreve rests, tell musicians when not to play or sing and are used between musical notes. <span>optional</span>   | Play or sing simple melodies from standard and invented musical notation and symbols. Musical notation symbols for dynamics, such as *pp, p, mp, mf, f* and *ff*, tell musicians how loudly or quietly they should play. Piano (*p*) means that the music should be played quietly. Forte (*f*) means that the music should be played loudly. <span>covered x 4</span> | Use musical notation to perform and write music. In musical notation, time signatures tell musicians how many beats are in a bar. For example the time signature 4/4 shows that there are four crotchet beats in a bar. In a piece of music written in 4/4, there may be eight quavers, four crotchets, two minims, one semibreve or a combination that add up to the total of four crotchet beats. <span>covered x 2</span> <span>optional x 2</span>                            | Use features of musical notation when composing. Features of musical notation include staves, time signatures, bar lines, notes, rests and dynamic markings.   |
|                  |                  | Investigation Music appreciation  | Listen and respond to a range of high-quality live and recorded music and songs. Responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music. <span>covered x 3</span> <span>optional x 5</span>  | Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story. Responses to a piece of music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events, describing key events and changes in the sound and drawing scenes inspired by the music.  | Listen and respond to pieces of music written around the same theme. Features of music that can be listened and responded to include the musical instruments used, the rhythms, dynamics, tempo and timbre. These features may be similar in music written around the same time period or theme.   | Compare and evaluate different genres of music using appropriate musical vocabulary. Genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, folk, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempi and dynamics; date of composition and style of performance. <span>covered x 4</span> <span>optional x 7</span> | Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece. Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture. <span>covered x 2</span>  |

| Area | Aspect       | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
|------|--------------|--|---|---|--|---|---|
| .dea | Listening    | <p>Listen to sounds or a piece of music, identifying basic features. Basic, easily identifiable features of music are the tempo (quick or slow), the dynamics (loud or quiet), instruments used and the feelings that the music engenders, such as happiness, anger or fear.</p> <p><b>covered x 2</b> <b>optional x 2</b></p> | <p>Describe how an instrument has been used to represent a sound, animal or object. Different instruments can be used to represent other sounds, animals or objects. This is done by changing the pitch (high or low), rhythm (simple or complex), or dynamics (loud or soft).</p> <p><b>optional</b></p> | <p>Recognise and describe sounds and changes in a piece of music using musical vocabulary. Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).</p>   | <p>Describe how different instruments are used throughout a piece of music to add interest and meaning. Instruments include strings, such as violins; brass, such as trombones; woodwind, such as clarinets and percussion, such as drums. Composers choose instruments for the timbre, pitch and sounds that they can create, to replicate and represent objects, animals, mood and feelings.</p> <p><b>covered x 4</b> <b>optional x 5</b></p> | <p>Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener. A mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-pitched notes can create a feeling of panic, and long, low-pitched notes can create a feeling of calm. All music is written in a major or minor key. Music written in a major key sounds happy, and music written in a minor key sounds sad.</p> <p><b>optional x 2</b></p> | <p>Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary. Genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, Latin American, folk, swing, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempo and dynamics; date of composition and style of performance.</p> <p><b>optional</b></p> |
|      | Significance | Significant people   | <p>Describe, in simple terms, the lives of composers studied. A composer is a person who writes a piece of music.</p>   | <p>Describe the lives and music of composers studied. Composers, at various points in history, wrote pieces of music with many differences between them, based on their life experience and the country they lived in. This affected the choice of instruments, the style and the feelings that they provoked in listeners.</p> | <p>Describe the lives and music of romantic composers. Composers of romantic music worked from approximately 1800 to 1910. Romantic music focuses on provoking emotions and passion, and the music was used to evoke stories, places or events. During this period composers wrote dramatic symphonies, operas, overtures and complex piano music.</p>   | <p>Describe the lives and music of famous popular musicians from the late 20th century. Popular music began in the late 19th century and evolved rapidly. From the 1950s, technology, fashion and popular culture have all influenced how composers create and present their music.</p> <p><b>covered</b></p>   | <p>Describe the lives and music of famous Baroque composers. The Baroque period in music was from roughly 1600 to 1750 and composers included Monteverdi, Bach and Handel. Baroque music often includes an instrument called the harpsichord and is characterised by long, flowing melodic lines with lots of ornamentation (trills and turns).</p>   |

