

<u>Progression in:</u>			<u>Music</u>			<u>Subject leader:</u>		<u>Val Boyd</u>			
<u>Vocabulary</u>											
<u>Year 1</u>		<u>Year 2</u>		<u>Year 3</u>		<u>Year 4</u>		<u>Year 5</u>		<u>Year 6</u>	

<u>Theme: Listening</u>					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Move and dance to a steady beat.</p> <p>Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo (fast or slow) and dynamics (loud and quiet).</p> <p>Begin to understand where the music and styles of music fits in the world.</p>	<p>Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising changes in tempo (fast or slow) and dynamics (loud and quiet).</p> <p>Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Move and dance with the music confidently.</p> <p>Start to talk about the style of a piece of music and how it makes you feel.</p> <p>Join in sections of the song, e.g. call and response.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p>	<p>Share your thoughts and feelings about the music together.</p> <p>Find the beat or groove of the music.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Invent different actions to move in time with the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Identify some instruments you can hear playing.</p> <p>Identify if it's a male or female voice singing the song.</p> <p>Talk about the style of the music.</p>	<p>Talk about the words of a song and think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat (Identify 2/4, 3/4, and 4/4 metre)</p> <p>Identify the tempo as fast, slow or steady and recognise the style of music you are listening to.</p> <p>Discuss the structures of songs (call and response, solo vocal or instrumental line, the rest of the ensemble, change in texture, articulation on certain words, programme music, major and minor tonality; legato and staccato)</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music</p>	<p>Talk about feelings created by the music and justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat (identify 2/4, 3/4, 6/8 and 5/4 metre)</p> <p>Identify the musical style of a song or piece of music, picking out instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation, identifying major and minor tonality.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain rapping.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>	<p>Talk about feelings created by the music, justifying a personal opinion with reference to Musical Elements.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements, picking out 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, an instrumental break and a bridge passage and its position in a song.</p> <p>Identify major and minor tonality, chord triads 1, 4 and 5, and intervals within a major scale.</p> <p>Explain the role of a main theme in musical structure including what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B,</p>

					Folk, Gospel, Salsa, Reggae, Musicals and Film Music.
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Theme: Creating					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Improvising</u></p> <p>Explore improvisation within a major and minor scale using the notes:</p> <p>C, D, E</p> <p>D, E, A</p> <p>F, G, A</p> <p>D, F, G</p> <p>Improvise simple vocal patterns using 'Question and Answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p><u>Composing</u></p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Create a story, choosing and playing classroom instruments and/or soundmakers.</p>	<p><u>Improvising</u></p> <p>Explore improvisation within a major scale using the notes:</p> <p>C, D, E</p> <p>C, G, A</p> <p>G, A, B</p> <p>F, G, A</p> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p><u>Composing</u></p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets- 1 beat, quavers -half a beat and minim - 2 beats.</p>	<p><u>Improvising</u></p> <p>Explore improvisation within a major scale using the notes:</p> <p>C, D, E</p> <p>C, D, E, F, G</p> <p>C, D, E, G, A</p> <p>G, A, B</p> <p>G, A, B, D, E</p> <p>G, A, B, C, D</p> <p>F, G, A F, G, A, C, D</p> <p>Inventing short 'on-the-spot' responses using a limited note-range.</p> <p><u>Composing</u></p> <p>Compose over a simple groove.</p> <p>Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p> <p>Create music and/or sound effects in response to music and video stimulus.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a simple melody using crotchets- 1 beat, paired quavers - half a beat and minim - 2 beats.</p>	<p><u>Improvising</u></p> <p>Explore improvisation within a major scale using the notes:</p> <p>C, D, E</p> <p>C, D, E, G, A</p> <p>C, D, E, F, G</p> <p>D, E, F♯, A, B</p> <p>D, E, F, G, A</p> <p>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression.</p> <p>Improvise over a groove</p> <p><u>Composing</u></p> <p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p> <p>Compose over a simple chord progression.</p> <p>Compose over a groove.</p> <p>Create music in response to music and video stimulus.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics.</p>	<p><u>Improvising</u></p> <p>Explore improvisation within a major scale, using the notes:</p> <p>C, D, E♭, F, G</p> <p>C, D, E, F, G</p> <p>C, D, E, G, A</p> <p>F, G, A, B♭, C</p> <p>D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p><u>Composing</u></p> <p>Create music in response to music and video stimulus.</p> <p>Start to use structures within compositions, e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Use simple dynamics.</p> <p>Use rhythmic variety.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p>	<p><u>Improvising</u></p> <p>Explore improvisation within a major scale, using the notes:</p> <p>C, D, E, F, G</p> <p>G, A, B♭, C, D</p> <p>G, A, B, C, D</p> <p>F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> <p><u>Composing</u></p> <p>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporating rhythmic variety and interest.</p> <p>Compose a ternary (ABA form) piece</p> <p>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use simple dynamics. Use rhythmic variety.</p> <p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p>