



## Music Progression Document

### 2020 - 2021 Whole School

	<b><u>KS1</u></b>	<b><u>Lower KS2</u></b> <b><u>Inc. Kent Music School whole class recorder sessions</u></b> <b><u>and School Choir membership, practices and</u></b> <b><u>performances (optional)</u></b>	<b><u>Upper KS2</u></b> <b><u>Inc. School Choir membership, practices and</u></b> <b><u>performances (optional)</u></b>
<b><u>Performing</u></b>	<ul style="list-style-type: none"> <li>• Sing simple songs and chants (with actions) building rhythmic and melodic memory.</li> <li>• Use voice to create sounds - humming, whispers, clicks and whistles.</li> <li>• Start and stop together on direction.</li> <li>• Begin to use correct technique when playing a range of percussion instruments.</li> <li>• Keep a steady beat and copy simple rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing rounds (canons) and partner songs, maintaining own part with some support.</li> <li>• Sing songs with a simple ostinato part.</li> <li>• Sing with a developing understanding of expression and dynamics.</li> <li>• Perform simple rhythmic and melodic patterns on variety of percussion instruments.</li> <li>• Read and play 3 notes on an instrument (eg recorders) with care and a degree of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently sing part songs and canons with control, expression, phrasing and dynamics.</li> <li>• Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms.</li> <li>• Accurately maintain an independent part within a group in both instrumental and vocal performance.</li> <li>• Read and play at least 5 notes on an instrument (eg recorders) with greater accuracy and independence.</li> <li>• Perform with control, dynamics and awareness of others.</li> </ul>
<b><u>Improvising and Composing</u></b>	<ul style="list-style-type: none"> <li>• Create and clap own rhythms.</li> <li>• Create patterns of sound – long/short, high/low, loud/soft (quiet).</li> <li>• Use instruments to reflect a topic or add sound effects to a story.</li> <li>• Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</li> </ul>	<ul style="list-style-type: none"> <li>• Represent sounds on a graphic score with symbols for a group performance.</li> <li>• Create a soundscape using tuned and untuned percussion.</li> <li>• Compose four bars of music using 3 notes with an understanding of note value and time signature.</li> <li>• Staff notation: recognise notes on the stave and note values of quaver, crotchet and minim.</li> <li>• Understand and use Italian musical terminology within vocal and instrumental composition.</li> <li>• Begin to take part in improvisation sessions with confidence.</li> </ul>	<p>Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics</p> <p>Improvise with confidence and an awareness of rhythm, context and purpose.</p> <ul style="list-style-type: none"> <li>• Group soundscape composition with instruments and vocals and a conductor.</li> <li>• Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody</li> <li>• Staff notation: recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve.</li> </ul>
<b><u>Listening and Reviewing</u></b>	<ul style="list-style-type: none"> <li>• Talk about music heard with appropriate vocabulary.</li> <li>• Begin to explore how music can affect emotions.</li> <li>• Recognise how music enriches our lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the family groups within the orchestra and the importance of the conductor.</li> <li>• Describe and give opinions of the music heard with some use of musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody).</li> </ul>



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	<ul style="list-style-type: none"> <li>• Compare 2 contrasting pieces of music for dimensions such as pitch or tempo.</li> <li>• Think of ways to improve their compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the emotional impact of a piece.</li> <li>• Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster)</li> <li>• Share ways to improve the composition of others</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and give opinions of the music heard with confident use of an extended range of musical terminology.</li> <li>• Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles.</li> <li>• Discuss ways to improve the composition of others using musical dimensions as a guide.</li> </ul>
<b><u>Dimensions</u></b>	<ul style="list-style-type: none"> <li>• Pitch: recognise and respond to high, low and middle sounds.</li> <li>• Duration: recognise and respond to a pulse and patterns of long and short sounds.</li> <li>• Dynamics: understand loud, quiet and silence.</li> <li>• Tempo: understand fast and slow</li> <li>• Timbre: identify different percussion sounds and how they are made</li> <li>• Texture: recognise and respond to one sound leading to many sounds.</li> <li>• Structure: understand and identify beginning, middle and end and use of repetition and introduction.</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes.</li> <li>• Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm pattern and syncopated rhythms.</li> <li>• Dynamics: understand getting louder and quieter in finer graduations.</li> <li>• Tempo: understand getting faster and slower in finer graduations</li> <li>• Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces.</li> <li>• Texture: recognise different combinations of layers in music.</li> <li>• Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments.</li> <li>• Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm.</li> <li>• Dynamics: understand how a wider range of dynamics can be used for expressive effect.</li> <li>• Tempo: understand how a wider range of tempi can be used for expressive effect.</li> <li>• Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir)</li> <li>• Texture: begin to understand different types of harmony (simple parts, use of chords, acappella)</li> <li>• Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).</li> </ul>