

# Music Progression

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance	<b>P1 – Accuracy of pitch and rhythm when playing music</b>	Basic accuracy when clapping a pulse and the ability to repeat some copycat rhythms. Some attempt to shape pitch or chordal progression.	An ability to copy crotchet, quaver rhythms accurately and play a limited chordal, melodic repertoire using these rhythms. Know the difference between left and right to support rhythmic development.	Can play in time with a range of crotchet and quaver rhythms using a range of melodic and harmonic instruments. Develop an understanding of formal notation.	Can play straight rhythms with ease and some syncopated rhythms with assistance.	Can play some more complex syncopated rhythms. Is able to play major and minor chords. Play melodies and harmonies on a range of instruments. Understand how chords are formed.	Can play and sing a range of advanced syncopated rhythms. Be able to read a range of musical notations both in terms of pitch and rhythm. Read and play in parts.
	<b>P2 – Interpretation of a piece of music</b>	Some basic attempt to control the sound e.g. louder/quieter faster/slower	Some attempt at shaping phrases. Note lengths may be adjusted to fit with another part Identify beat groupings	Be able to follow and interpret simple instructions from a director while playing a piece. i.e. faster/slower, louder/quieter	Perform in a given style using articulation and playing techniques that are appropriate.	Can create a specific mood using a range of chords and playing techniques.	Can play with a sense of style and occasion adjusting where necessary to make the piece fit for purpose. Can select appropriate material for performance.
	<b>P3 – Ensemble skills when playing as a group</b>	An awareness of other players starting and stopping together. Safe and stop position.	Play in time with others starting and stopping together and adjusting to fit with other parts where needed.	Play in time with others adjusting where necessary to fit with other parts. Be able to remain in time despite tricky chord/melodic lines.	Develop basic skills on a selected instrument. Suggest a preference for in class playing.	Play a range of pieces combining a range of instruments to form a convincing school orchestra/band.	Be able to play a range of instruments in parts to form a convincing classroom ensemble. Play supporting and melody instruments.
	<b>P4 – Singing skills</b>	Simple Chants using a very limited range.	Sing songs with a range of a 4 <sup>th</sup> .	Sing songs with a range of a 5 <sup>th</sup> .	Sing songs with the range of 8ve.	Can sing a broad range of repertoire	Sing in multiple parts (3-4)

		Call and response songs and patters.	Students should pitch notes accurately.	Perform actions in time with songs. Sing confidently in unison.	Introduce simple harmony and part singing.	observing phrasing, pitching and dynamics. The pieces may be in multiple parts.	Develop an understanding of positioning and balance between sections.
<b>Composition</b>	<b>C1 – Developing musical ideas</b>	improvise simple chants and rhythms.	Ideas can be created to fit with a given stimulus.	Improvise using tuned and un-tuned instruments using the skills and knowledge gained in whole class performance.	Compose using a limited range of both rhythmic and melodic material.	Compose using a range of notes/chords over a range of rhythmic grooves.	Create pieces that show an awareness of repetition and contrast. Use a range of harmonies and melodies over an extended rhythmic pattern.
	<b>C2 – Demonstrating musical control within a composition</b>	Be able to use the techniques developed in performance to create compositional ideas	Develop call and response type structures and start to assign sounds to activity e.g. lightly tapping a drum could sound like raindrops	Compositional ideas will be organised to fit with the stimuli provided. e.g. a day at the beach, going to the park	The music should clearly depict a mood or given scenario	The music should be controlled in terms of dynamic variation, articulation and tempo	Students should use the skills developed in whole class performance creating contrast by manipulating all of the musical elements
	<b>C3 – Composing with musical coherence (use of form and structure)</b>	Compositions will be through composed	Compositions will be through composed but ideas will be organised in sequence.	Compositions will have a sense of balance and proportion e.g. the trip up the slide will be longer than the journey down.	Compositional ideas should be recorded using basic notation and/or technology	The students should start to adopt a formal structure e.g. binary/ternary	The pieces should have a recognised form and structure and students should be able to describe this.
<b>Listening</b>	<b>L1 – WCM (Western Classical Music)</b>	Identify what an orchestra is	Identify the sections of the orchestra	Be able to identify solo sections and ensemble sections	Name individual instruments playing with assistance	Have a knowledge of musical timescale and musical history	Be able to name the instruments playing and the family of instruments that they are drawn from
	<b>L2 – 20<sup>th</sup> Century Music</b>	Identify art music as 'music' rather than 'noise'.	Be able to describe the mood of the music and the	Explore some of the ways composers have created art	Be able to follow a non-standard score.	Be able to write a non-standard	Be able to analyse the compositional

			composers' intention.	music e.g. prepared piano.		musical score to suite a given piece.	techniques used in a piece of art music.
	<b>L3 – World Music</b>	Have exposure to at least one example of world music.	Basic knowledge of the continents and where their given style comes from.	Have a knowledge of some of the customs associated different styles and genres.	Be able to name different genres of music drawn from different cultures.	Be able to identify a style and suggest a country of origin.	Be able to break a composition down into its different components and explain how they fit together.
	<b>L4 – Popular Music</b>	Listen to a range of popular songs drawn from the last 50 years.	Be able to identify basic instruments used in a popular music ensemble.	Be able to follow a chord/lyric sheet.	Be able to explain how one style and genre develops from another.	Be able to associate an artist with a given style.	Be able to discuss playing techniques used on different instruments.