

Progression Document for Music - Brabin's Endowed Primary School

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

EYFS

Expressive Arts and Design, Communication and Language and Physical Development are three of the seven key areas of learning and development in the Early Years Foundation Stage (EYFS). Development Matters (2020) identifies the following skills:

- Learn rhymes, poems and songs, listening carefully and paying attention to how they sound
- Combining different movements with ease and fluency (links to actions in songs)
- Return to and build on previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups

Early Learning Goals:

Expressive Arts and Design (being imaginative and expressive):

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

Pupils should be taught to: sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Music Sequence of Learning

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 -Elm	Friendly Robots (singing and musical patterns/elements)		Sounds around us- Glockenspiels (play tuned instruments)		Music from other cultures -Latin (Singing and listening)	
Year 3/4 - Sycamore		Rock and Roll (Listening, performing and history of music)	<i>Wider Opps-</i> Ukulele (Specialist Teacher)	<i>Wider Opps-</i> Ukulele (Specialist Teacher)		European Composers (listening, history of music and composing)
Year 5/6 -Oak			Seaside Poetry Composition (performing, composing and notation)			Sci-Fi Film Scores and Musicals (listening)

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 -Elm		Fire Fire! (listening and singing)		Soundscapes for books (composing)		Seaside
Year 3/4- Sycamore		Musical Notation Glockenspiel (notation and performing)				Iron Man- Marvel Trailers (listening and composing)
Year 5/6 -Oak			Musical instrument families	Music from the UK (listening, performing and composing)		The History of Music- listening (history and notation)

			(listening and performing)			
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Year 1/2 Elm

	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Title	Friendly Robots	<i>Sounds around us - Glockenspiels</i>	<i>Music from other Cultures- Latin</i>	<i>Fire Fire!</i>	<i>Soundscapes for books</i>	
Key Learning	Pupils should be taught to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Pupils should be taught to: <ul style="list-style-type: none"> • play tuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Pupils should be taught to: <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. • play tuned and untuned instruments musically 	Pupils should be taught to: <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality • use their voices expressively and creatively by singing songs and speaking chants and rhymes 	Pupils should be taught to: <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. • play tuned and untuned instruments musically 	
Key Vocabulary	notation – a method of writing music pulse – the constant beat in a piece of music beat - unit of rhythm melody - a tune dynamics – how loud or quiet a piece of music is tempo – speed of a piece duration - length of note pitch - how high or low a sound is timbre - the quality of sound texture - layers of sound structure - the order of a piece	notation – a method of writing music pulse – the constant beat in a piece of music beat - unit of rhythm ensemble – all instruments in an orchestra or all voices in a choir, playing at once. rhythm – structure of long and short sounds to make patterns Introduction - Music heard at the beginning of a song or piece of music percussion - musical instruments played by striking with the hand or with a stick or beater or by shaking	genre – a style or type of music percussion - musical instruments played by striking with the hand or with a stick or beater or by shaking rhythm – structure of long and short sounds to make patterns melody - a tune ensemble – all instruments in an orchestra or all voices in a choir, playing at once. timbre - the quality of sound texture - layers of sound	genre – a style or type of music pulse – the constant beat in a piece of music ensemble – all instruments in an orchestra or all voices in a choir, playing at once. round/canon - tune that is repeated at regular intervals by different performers, but with different starting times dynamics – how loud or quiet a piece of music is tempo – speed of a piece duration - length of note pitch - how high or low a sound is timbre - the quality of sound texture - layers of sound structure - the order of a piece	percussion - musical instruments played by striking with the hand or with a stick or beater or by shaking dynamics – how loud or quiet a piece of music is tempo – speed of a piece duration - length of note pitch - how high or low a sound is timbre - the quality of sound texture - layers of sound structure - the order of a piece rhythm – structure of long and short sounds to make patterns ensemble – all instruments in an orchestra or all voices in a choir, playing at once.	
Later Statements (KS2)	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with 	

	<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • use and understand staff and other musical notations 	<ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations 	<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • improvise and compose for a range of purposes using the inter-related dimensions of music 	
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Year 3/4 Sycamore

	<u>Year A</u>			<u>Year B</u>		
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Title	Rock and Roll	<i>Electricity</i>	<i>European Composers</i>		<i>Musical Notation- Glockenspiels 2</i>	<i>Iron Man- Marvel Trailers</i>
Key Learning	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen with attention to a range of high quality live and recorded music focusing on detail • Experience how music is produced in different ways • Sing songs, speak chants and rhymes in unison, with diction, some control of pitch and increasing musical expression. • Begin to develop an understanding of the history of a music genre 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison, with diction, some control of pitch and increasing musical expression. • Practise, rehearse and present performances with some awareness of the audience. • Explore, choose, combine and organise musical ideas within musical structures 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Begin to develop an understanding of the history of composers • Listen with attention to a range of high quality live and recorded music focusing on detail • Know how time and place can influence the way music is created, performed and heard • Explore, choose, combine and organise musical ideas within musical structures 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Begin to use and understand staff and some other musical notations. • Play some tuned and untuned instruments with some control and accuracy. • Practise, rehearse and present performances with some awareness of the audience 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen with attention to a range of high quality live and recorded music focusing on detail • Experience how music is produced in different ways • Explore, choose, combine and organise musical ideas within musical structures • Improvise and begin to develop rhythmic and melodic patterns when performing.
Key Vocabulary	<p>pulse – the constant beat in a piece of music beat- unit of rhythm melody- a tune dynamics – how loud or quiet a piece of music is tempo – speed of a piece duration- length of note pitch- how high or low a sound is timbre- the quality of sound texture- layers of sound structure- the order of a piece rhythm – structure of long and short sounds to make patterns</p>	<p>Composition- the process of creating a new piece of music notation – a method of writing music beat- unit of rhythm pulse – the constant beat in a piece of music rest – moment when a note is not played for a defined length of time rhythm – structured groups of accented and unaccented beats percussion- musical instruments played by striking with the hand</p>	<p>dynamics – how loud or quiet a piece of music is tempo – speed of a piece duration- length of note pitch- how high or low a sound is timbre- the quality of sound texture- layers of sound structure- the order of a piece rhythm – structure of long and short sounds to make patterns ensemble – all instruments in an orchestra or all voices in a choir, playing at once</p>		<p>notation – a method of writing music percussion- musical instruments played by striking with the hand or with a stick or beater or by shaking unison – playing or singing the same notes simultaneously ensemble – all instruments in an orchestra or all voices in a choir, playing at once music beat- unit of rhythm pitch- how high or low a sound is</p>	<p>melody- a tune percussion- musical instruments played by striking with the hand or with a stick or beater or by shaking dynamics – how loud or quiet a piece of music is tempo – speed of a piece duration- length of note pitch- how high or low a sound is timbre- the quality of sound texture- layers of sound structure- the order of a piece</p>

	<p>rest – moment when a note is not played for a defined length of time</p> <p>unison – playing or singing the same notes simultaneously</p> <p>duet – two vocalists or instruments</p> <p>ensemble – all instruments in an orchestra or all voices in a choir, playing at once.</p>	<p>or with a stick or beater or by shaking</p> <p>unison – playing or singing the same notes simultaneously</p> <p>ensemble – all instruments in an orchestra or all voices in a choir, playing at once.</p> <p>structure- the order of a piece</p>	<p>unison – playing or singing the same notes simultaneously</p> <p>harmony- pleasing combination of two or more notes, played in background behind melody</p>		<p>bar – a regular section on a staff, separated by vertical lines. Contains the beat</p> <p>staff – five horizontal lines on which notes are written</p> <p>clef – a symbol on written music, defining what pitch to play the note</p> <p>rest – moment when a note is not played for a defined length of time</p> <p><u>Note lengths</u></p> <p></p>	<p>rhythm – structure of long and short sounds to make patterns</p>
Later Statements (Upper KS2)	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music as a whole/collective play and perform in solo, ensemble contexts and in rounds, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> play and perform in solo, ensemble contexts and in rounds, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> develop an understanding of the history of music as a whole/collective listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians improvise and compose music for a range of purposes using the inter-related dimensions of music 		<ul style="list-style-type: none"> Use and understand staff and other musical notations. play and perform in solo, ensemble contexts and in rounds, using musical instruments with increasing accuracy, fluency, control and expression Play a range of tuned and untuned instruments with control and accuracy. 	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians improvise and compose music for a range of purposes using the inter-related dimensions of music

Year 5/6 Oak

	<u>Year A</u>			<u>Year B</u>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Title		Seaside Poetry Composition	Sci-Fi Film Scores and Musicals	<i>Musical Instrument Families</i>	<i>Music from the UK</i>	<i>The History of Music</i>
Key Learning		Pupils should be taught to: <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	Pupils should be taught to: <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and 	Pupils should be taught to: <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	Pupils should be taught to: <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory improvise and compose music for a range of purposes using the inter-related dimensions of music 	Pupils should be taught to: <ul style="list-style-type: none"> develop an understanding of the history of music. use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn

		<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	from great composers and musicians	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	from different traditions and from great composers and musicians
Key Vocabulary		<p>bar – a regular section on a staff, separated by vertical lines. Contains the beat</p> <p>notation – a method of writing music</p> <p>beat- unit of rhythm</p> <p>scale – successive notes of a key, ascending or descending</p> <p>unison – playing or singing the same notes simultaneously</p> <p>crescendo – getting louder</p> <p>decrescendo – getting quieter</p> <p>dynamics – how loud or quiet a piece of music is</p> <p>texture- layers of sound</p> <p>pulse – the constant beat in a piece of music</p> <p>rest – moment when a note is not played for a defined length of time</p> <p>rhythm – structured groups of accented and unaccented beats</p> <p>staff – five horizontal lines on which notes are written</p> <p>tempo – speed of a piece</p>	<p>bar – a regular section on a staff, separated by vertical lines. Contains the beats</p> <p>beat- unit of rhythm</p> <p>downbeat – first beat in a bar</p> <p>pulse – the constant beat in a piece of music</p> <p>rest – moment when a note is not played for a defined length of time</p> <p>rhythm – structured groups of accented and unaccented beats</p> <p>dynamics – how loud or quiet a piece of music is</p> <p>tempo – speed of a piece</p> <p>duration- length of note</p> <p>pitch- how high or low a sound is</p> <p>timbre- the quality of sound</p> <p>texture- layers of sound</p> <p>structure- the order of a piece</p> <p>crescendo – getting louder</p> <p>decrescendo – getting quieter</p> <p>staccato – short, sharp notes</p> <p>Ostinato- A short repeated rhythmic or melodic pattern.</p>	<p>orchestra – a large group of instruments, usually classical</p> <p>ensemble – all instruments in an orchestra or all voices in a choir, playing at once.</p> <p>unison – playing or singing the same notes simultaneously</p> <p>duet – two vocalists or instruments</p> <p>dynamics – how loud or quiet a piece of music is</p> <p>tempo – speed of a piece</p> <p>duration- length of note</p> <p>pitch- how high or low a sound is</p> <p>timbre- the quality of sound</p> <p>texture- layers of sound</p> <p>structure- the order of a piece</p> <p>scale – successive notes of a key, ascending or descending</p> <p>octave – 8 full tones above the key note. Start and end of a scale</p> <p>rest – moment when a note is not played for a defined length of time</p> <p>Ostinato- A short repeated rhythmic or melodic pattern.</p>	<p>unison – playing or singing the same notes simultaneously</p> <p>duet – two vocalists or instruments</p> <p>rhythm – structured groups of accented and unaccented beats</p> <p>harmony – pleasing combination of two or more notes, played in background behind melody</p> <p>pulse – the constant beat in a piece of music</p> <p>rest – moment when a note is not played for a defined length of time</p> <p>texture- layers of sound</p> <p>crescendo – getting louder</p> <p>decrescendo – getting quieter</p> <p>dynamics – how loud or quiet a piece of music is</p> <p>texture- layers of sound</p> <p>beat- unit of rhythm</p> <p>timbre- the quality of sound</p> <p>Ostinato- A short repeated rhythmic or melodic pattern.</p>	<p>orchestra – a large group of instruments, usually classical</p> <p>structure- the order of a piece</p> <p>bar – a regular section on a staff, separated by vertical lines. Contains the beat</p> <p>staff – five horizontal lines on which notes are written</p> <p>notation – a method of writing music</p> <p>clef – a symbol on written music, defining what pitch to play the note</p> <p>rest – moment when a note is not played for a defined length of time</p> <p>beat- unit of rhythm</p> <p><u>Note lengths</u></p> <p></p> <p>Semibreve – 4 beat</p> <p>Minim – 2 beats</p> <p>Crotchet – 1 beat</p> <p>Quaver – ½ beat</p> <p>Semiquaver – ¼ beat</p>
Later Statements (KS3)		<ul style="list-style-type: none"> play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices 	<ul style="list-style-type: none"> identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices listen with increasing discrimination to a wide range of music from great composers and musicians 	<ul style="list-style-type: none"> play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression listen with increasing discrimination to a wide range of music from great composers and musicians 	<ul style="list-style-type: none"> play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions listen with increasing discrimination to a wide range of music from great composers and musicians 	<ul style="list-style-type: none"> listen with increasing discrimination to a wide range of music from great composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history. use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

Key Musical Skill Progression

<u>Key Skills</u>	<u>Year 1/2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>
Listening	<ul style="list-style-type: none"> Listen with concentration to a range of high quality live and recorded music Internalize and recall sounds with aural memory. Experience how the combined musical elements can be organised and used expressively within simple structures (for example, beginning, middle, end) Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. Know how music is used for particular purposes (for example, for dance, as a lullaby). 	<ul style="list-style-type: none"> Listen with <u>attention</u> to a range of high quality live and recorded music focusing on <u>detail</u> Internalize and recall sounds with <u>increasing</u> aural memory. Experience how the combined musical elements can be used to communicate different <u>moods and effects</u>. Experience how music is <u>produced</u> in different ways (for example, through the use of different resources, including ICT) and described through established and invented <u>notations</u>. Know how <u>time and place</u> can influence the way music is created, performed and heard (for example, the occasion and venue). 	<p><i>No further requirements for Year 5/6.</i></p> <ul style="list-style-type: none"> Experience how <u>all aspects</u> of combined musical elements can be used to communicate <u>a range</u> of different moods and effects. Experience how music is produced in <u>a range</u> different way and described through established and invented notations.
Performing	<ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Rehearse and perform with others 	<ul style="list-style-type: none"> Sing songs, speak chants and rhymes in <u>unison</u> and <u>begin to sing in two parts</u>, with diction, some control of pitch and increasing musical expression. Play tuned and untuned instruments with <u>some control and accuracy</u>. Practise, rehearse and <u>present</u> performances with <u>some awareness of the audience</u>. 	<ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and <u>two parts or more</u>, with <u>clear</u> diction, <u>control</u> of pitch and musical expression. Play <u>a range of</u> tuned and untuned instruments with <u>control and accuracy</u>. Practise, rehearse and present performances with <u>an increased</u> awareness of the audience.
Composing	<ul style="list-style-type: none"> Experiment with & create musical patterns. Explore, choose and organise sounds and musical ideas. 	<ul style="list-style-type: none"> Improvise and begin to develop <u>rhythmic and melodic patterns</u> when performing. Explore, choose, <u>combine</u> and organise musical ideas <u>within musical structures</u>. 	<ul style="list-style-type: none"> Improvise and <u>develop</u> rhythmic and melodic patterns when performing. Explore, choose, combine and organise musical ideas within musical structures <u>with increasing effect and confidence</u>
Knowledge	<ul style="list-style-type: none"> Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. Make improvements to their own work. 	<ul style="list-style-type: none"> Compare sounds Improve their own and <u>others' work</u> <u>Begin</u> to use and understand staff and <u>some</u> other musical notations. Begin to develop an understanding of some aspects of the history of music. 	<ul style="list-style-type: none"> <u>Analyse</u> and compare sounds Explore and <u>explain</u> their own ideas and feelings about music using movement, dance, expressive language and <u>developed</u> musical vocabulary. Improve their own and others' work in relation to the <u>intended effect</u> Use and understand staff and other musical notations. Develop an understanding of the history of music as a whole.
Musical Elements	<p><u>Pitch</u></p> <ul style="list-style-type: none"> Identify high and low sounds. <p><u>Duration</u></p> <ul style="list-style-type: none"> Recognise the difference between long and short sounds. Copy simple patterns of sound of long and short duration. Recognise the difference between steady beat and no beat. Identify similar rhythmic patterns. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> Know the difference between loud sounds, quiet sounds and silence. 	<p><u>Pitch</u></p> <ul style="list-style-type: none"> Determine <u>upwards and downwards directions</u> of pitch Recognise melody patterns in echoes. Imitate and perform simple melody patterns. <p><u>Duration</u></p> <ul style="list-style-type: none"> Use instruments to keep a steady beat and hold a beat <u>against another part</u>. Recognise the steady beat, <u>including during a silence</u>. <u>Respond</u> to changes in the speed of the beat. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> Recognise <u>differences</u> in <u>dynamic levels</u>. <p><u>Tempo</u></p>	<p><u>Pitch</u></p> <ul style="list-style-type: none"> Identify short phrases and long phrases. Identify the <u>prominent melody</u> patterns in a piece of music. <u>Improvise</u> a melodic pattern or melody <p><u>Duration</u></p> <ul style="list-style-type: none"> Create and perform rhythmic patterns and <u>ostinati</u> (<i>repeated melody lines</i>). Recognise <u>strong and weak beats</u> through movements. <u>Recognise a metre</u> (<i>the way beats are grouped</i>) of 3 or 4 and <u>changes to this</u>. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> <u>Assess the appropriateness of dynamic choices</u> such as accents (<i>sudden loud notes, or sudden quiet notes</i>) Recognise <u>crescendo</u> (<i>gradually getting louder</i>) and <u>diminuendo</u> (<i>grad. getting quieter</i>). <p><u>Tempo</u></p> <ul style="list-style-type: none"> <u>Confidently</u> identify the differences between a <u>range</u> of fast and

	<p>Tempo</p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Begin to identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p>Timbre</p> <ul style="list-style-type: none"> Recognise the difference between singing and speaking. Explore the different kinds of sound that my singing and speaking voice can make. Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds and match these sounds to each instrument. describe selected sounds and the ways in which they are made. <p>Texture</p> <ul style="list-style-type: none"> Recognise a song with an accompaniment and one without accompaniment. Determine one strand of music or more than one strand. <p>Structure</p> <ul style="list-style-type: none"> Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs. Recognise that the sections of a piece of music sound the same or different. 	<p><i>No further requirements for Year 3/4</i></p> <p>Timbre</p> <ul style="list-style-type: none"> <u>Describe</u> and aurally identify the <u>tone of instruments</u>. <u>Compare</u> instrumental tones <p>Texture</p> <ul style="list-style-type: none"> Recognise the difference between <u>thick</u> (<i>many sounds</i>) and <u>thin</u> (<i>few sounds</i>) <u>textures</u>. Recognise <u>changes</u> in texture. Recognise the difference between <u>unison</u> (<i>one same pitched sound</i>) and <u>harmony</u> (<i>various pitched sounds at the same time</i>). <p>Structure</p> <ul style="list-style-type: none"> Recognise <u>call and response form</u>. <u>Differentiate</u> between the <u>contrasting</u> sections of a song. Recognise the difference between the <u>verse and refrain</u> of a song. Recognise <u>binary</u> (<i>one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody form</i>) and <u>ternary</u> (<i>one melody labeled 'A' is followed by a new melody labeled 'B' which then goes back to melody A = ABA melody form</i>) form. 	<p>slow tempos.</p> <ul style="list-style-type: none"> Identify and <u>compare</u> the tempo of music as fast, moderate, slow, getting faster or getting slower. <p>Timbre</p> <ul style="list-style-type: none"> Identify <u>groupings of instruments</u> – e.g. strings, woodwind, orchestra, and rock band. Recognise the instruments heard in a piece of music <p>Texture</p> <ul style="list-style-type: none"> Understand the process by which a <u>round</u> (<i>one melody, sung/played by groups starting at different times</i>) works. Identify the various and varying textures in a round. Understand how the texture might <u>vary</u> in a song. <p>Structure</p> <ul style="list-style-type: none"> Identify binary and ternary form from <u>notational devises</u>. Identify binary and ternary form <u>when listening</u>. <u>Identify rondo</u> (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc) form.
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