**Progression in Music at Perranporth**

 **(Supported by the National (and Early Years) Curriculum, Model Music Curriculum and the Charanga Music scheme of work)**

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|  | **Musicianship**  | **Listening** | **Singing** | **Improvisation/Composition** | **Vocabulary Golden threads** |
| **Reception** | **Pulse/Beat*** Begin to keep a steady beat with movement, body percussion or classroom instruments
* Begin to respond to the pulse in live or recorded music

**Rhythm*** Begin to perform short copycat rhythms led by the teacher

**Pitch*** Begin to recognise high and low sounds and demonstrate these with our voices or hands
* Explore percussion sounds to portray firework pictures
* Play instruments whilst following long or short lines and pause at gaps to represent a rest.
 | * I can listen to sounds in the environment respond to what I have heard
* Begin to match the pitch of another person
* Listen carefully to rhymes and songs
* Move to and talk about music, expressing their feelings and responses
 | * I can remember and sing entire songs or rhymes
* I can sing the melodic shape of familiar songs
* I can sing in a group or on my own, increasingly matching the pitch and following the melody
 | * I can explore and engage in music making, for example, to reflect firework noises (Aut 2 - celebrations) and to reflect high and low (Spr 2)
* I can play instruments with increasing control to express my feeling and ideas, for example, triangles (Spr 1 - Space) and following lines (Summer 2)
* I can improvise a song around one I already know eg. decide on new actions or exchange words, for example, instead of “pat my head and rub my tummy”, I say “clap my hands and press my nose) (Aut 1 – all about me) and words to ‘Roll the pastry - Spring 2 (Cornwall)
 | High, low, fast, slow, loud, quiet, happy, sad, long, short, steady beat/pulse, composer, conductor |
| **Reception** **End Points** | * I am beginning to move to the steady beat/pulse
* I can understand the relationship between sound and the graphic notation
* I know how to hold instruments with care and be able to name some of them
* I can join in with whole class singing
* I know I need to be quiet when I’m listening to music and I can say if I like or dislike it
* I can follow a score to know when I should and shouldn’t be making sound.
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|  | **Musicianship** | **Listening** | **Singing** | **Improvisation/Composition** |  **Vocabulary Golden threads** |
| **Year 1** | **Pulse/Beat*** I can keep a steady beat with movement, body percussion or classroom percussion
* I can respond to the pulse in live or recorded music

**Rhythm*** I can perform short copycat rhythms led by the teacher
* I can perform word pattern chants eg. cat-er-pill-ar

**Pitch*** I can compare high and low sounds
* I can sing in high and low voices
* I can explore sounds to enhance storytelling about Autumn (Aut 2)
* I can follow pictures and symbols to guide me eg. 4 dots = 4 drum beats
 | * I can listen to a range of music and answer questions about the tempo, dynamics or pitch, using my class vocabulary
* I can comment on the instruments used or how the music made me feel or what it made me think of
 | * I can sing simple songs, chants and rhymes from memory
* I can sing a wide range of call and response songs (eg. Charlie over the ocean or Tongo) to match the pitch I hear with increasing accuracy
 | * I can improvise using question and answer phrases
* I can create musical sound effects
* I can understand the difference between a rhythm pattern and a pitch pattern
* I can recognise how graphic notation can represent created sounds
* I can explore and invent my own symbols
* I can perform my compositions to others
 | High, low, fast, slow, loud, quiet, happy, sad, long, short, steady beat/pulse, composer, conductor, score, rhythm |
| **Year 1****End Points** | * I can move or clap to the steady beat/pulse and copy a rhythm performed by my teacher.
* I can respond appropriately to a symbol or picture on the score
* I know the names of the percussion instruments at Perranporth school and hold them correctly to produce the best sound.
* I can sing a song, following the shape of the pitch with greater accuracy.
* I can comment on the music I listen to, saying what I like or dislike about it
* I can perform my composition to others
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|  | **Musicianship** | **Listening** | **Singing** | **Improvisation/Composition** | **Vocabulary Golden threads** |
| **Year 2** | **Pulse/Beat**As Year 1In addition,* I can begin to recognise the strong beat

**Rhythm*** I can create rhythms using word phrases
* I can read and respond to rhythmic patterns represented with stick notation including crotchets, quavers and crotchet rests

**Pitch*** I can copy the pitch of the leader using my voice or my hand
* I can sing short phrases independently within a singing game
* I can recognise dot notation and match it to 3 note tunes played on tuned percussion
 | * I can listen to a range of live and recorded music
* I can make comment on how the music makes me feel or what it makes me think about.
* I can use my class music vocabulary to describe features of the music
 | * I am increasing my pitch range when I sing songs and I am doing this with increasing accuracy (do-so)
* I know the meanings of dynamics and tempo and demonstrate these by responding to the leaders directions or visual symbols
 | * I can create and perform my own chanted rhythm patterns using stick notation
* I can create music in response to a non-musical stimulus (eg. rocket launch, a storm)
* I can work a partner to improvise simple question and answer phrases to create a ‘musical conversation’
* I can use graphic symbols, dot notation and stick notation (as appropriate) to keep a record of composed pieces
 | Pitch, dynamics, tempo, happy, sad, long, short, rhythm, score, steady beat/pulse, structure, improvise, melody, composer, conductor |
| **Year 2** **End Points** | * I know the difference between rhythm and steady beat
* I am able to write and perform my own rhythms by notating them with ‘stick notation’ on a 4-beat bar
* I know the difference between pitched and unpitched instruments and know how to hold beaters correctly to produce the best sound on chime bars.
* I can copy the pitch of the leader using my voice or my hand.
* I can comment on music I listen to using musical vocabulary and knowledge of instruments.
* I can create music in response to a non-musical stimulus eg. rocket launch or storm
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|  | **Musicianship** | **Listening** | **Singing** | **Improvisation/Composition** | **Vocabulary Golden threads** |
| **Year 3****Glockenspiel****Recorder** | **Pulse/beat and rhythm*** I can play rhythms over a steady beat

**Pitch*** I can recognise high and low (rising and falling) of the pitch
* I can sing within the range do-so
 | * I can listen to a range of live and recorded music
* I can make comment on how the music makes me feel or what it makes me think about.
* I can use my class music vocabulary to describe features of the music
 | * I can sing a wide range of unison songs, tunefully and with expression (dynamics, tempo, pitch)
* I can perform actions confidently
* I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes
* I can perform to others
 | * I can become more skilled in improvising
* I can invent short on-the-spot responses using up to 3 notes
* I can structure my musical ideas to create music that has a beginning, middle and end
* I can use stories, images and musical sources to give me ideas for composing
* I can combine known rhythmic notation with letter names to create rising and falling phrases using 3 notes.
* I can compose song accompaniments on untuned percussion using known rhythms and note values (pairs of quavers and crotchets)
 | Pitch, dynamics, tempo, steady beat/pulse, paired quavers, crotchet, bar, rest, duration, glockenspiel, recorder, time signature, treble clef, unison, ostinato, score, pentatonic scale |
| **Year 3****End Points** | * I can play a rhythm over a steady beat
* I know the value (duration) of a crotchet and a pair of quavers and use them to record my own rhythms in 4-beat bars
* I can perform B A G on a recorder and play at the same time as my friends.
* I can sing with growing expression, following the conductor when they want me to change the tempo or dynamics
* I can make comments on how the music makes me feel or what it makes me think about.
* I can use stories, images and musical sources to give me ideas for composing.
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|  | **Musicianship** | **Listening** | **Singing** | **Improvisation/Composition** | **Vocabulary Golden threads** |
| **Year 4****Ukulele** | **Pulse/Beat and rhythm*** I can get faster and slower
* I recognise a bar and how the beats fit into a steady beat.

**Pitch*** I can use the pentatonic scale
* I can recognise major and minor tonality
 | * I can listen to a range of live and recorded music
* I can make comment on how the music makes me feel or what it makes me think about.

I can use my class music vocabulary to describe features of the music | * I can sing songs in a wider pitch range (Do-Do)
* I can sing in a round
 | Minim, rests, semi-breve (Glockenspiel, recorder, ukulele, own instruments) | Pitch, dynamics, tempo, steady beat/pulse, minim, semi-breve, crotchet, quavers, related rests, pentatonic scale, glockenspiel, recorder, ukulele, treble clef, bar, major, minor, score, time signature, duration |
| **Year 4****End Points** | * I can play many rhythms over a steady beat and recognise how they fit into a 4-beat bar
* I can recognise a minim, semi-breve and related rests and read them to accompany music.
* I am able to strum chords on a ukulele (lessons with FIRST ACCESS)
* I can ‘hold my part’ when singing in a round
* I can use my class vocabulary to talk about features in the music I listen to
* I can work in a small group to compose a piece of music with structure eg. chorus, verse, chorus
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|  | **Musicianship Listening Singing Improvisation/Composition Vocabulary**  **Golden threads**  |
| **Year 5** | **Pulse/Beat and rhythm**I am beginning to have some understanding about the off beat (syncopation)**Pitch**I can sing melodies using the full diatonic scale | * I can listen to a range of live and recorded music
* I can make comment on how the music makes me feel or what it makes me think about.
* I can use my class music vocabulary to describe features of the music
 | * I am beginning to sing longer pieces with chorus, verse
* I can sing in 2 parts (eg. It’s a long way to Tipperary – Summer 1)
 | A stave is introduced and note names are learned | Pitch, dynamics, tempo, steady beat/pulse, pentatonic scale, crescendo, timbre, major, minor, ostinato, rallentando, duration, melody, unison, P(quiet), f (loud)Notation poster showing note names in the lines and spaces  |
| **Year 5****End Points** | * I am beginning to understand what is meant by the ‘off-beat’ or syncopation.
* I know that traditional musical notation is recorded on a staff. Some notes sit on lines and some sit in spaces.
* I understand what ‘timbre’ means and use my understanding to help me choose appropriate instruments to accompany a poem.
* I can sing my part alongside others in 2-part harmony
* I can use class vocabulary to talk about features in the music I listen to, including types of instruments and genre.
* I can record my own composition on a staff using note names
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|  |  **Musicianship Listening Singing Improvisation/Composition Vocabulary** **Golden threads** |
| **Year 6** | **Pulse/Beat and rhythm*** I can play a rhythm alongside my friends who are playing different rhythms from me
* I can practise playing rhythms that include syncopation

**Pitch*** I can follow melodies accurately using the full diatonic scale
 | * I can listen to a range of live and recorded music
* I can make comment on how the music makes me feel or what it makes me think about.
* I can use my class music vocabulary to describe features of the music
 | * I can sing longer pieces of music with different structures
* I can sing in 4 parts.
 | * I can play a melody following staff notation, using notes within an octave range
* I can accompany this melody using tuned percussion
* I can create music with my friends with some of us taking on the melody and some playing an accompaniment with tuned or untuned percussion
 | Pitch, dynamics, tempo, steady beat/pulse, pentatonic scale, diatonic scale, staff, crescendo, decrescendo, timbre, major, minor, ostinato, rallentando, duration, lyrics, melody, unison, P(quiet), f (loud), pp, mf, ffsyncopationNotation poster showing note names in the lines and spaces |
| **Year 6****End Points** | * I can perform rhythms in 2, 3 or 4 time and understand what is meant by syncopation.
* I can use a musical staff to record my own musical notation with notes ranging from low E to top F.
* I know that instruments belong to different family groups eg. percussion, wing, string, brass and I know how to combine a range of musical sounds to build up texture in music
* I can sing my part alongside others in 4-part harmony
* I can use my class vocabulary to talk about the features of music I listen to and have a growing understanding of music in history.
* I can work with a small group to compose an accompaniment to a melody we’ve learnt and perform it to others.
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