**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. | | | | |
|  | **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 | | | | |
|  | **Musicianship** | **Listening** | **Singing** | **Improvisation/Composition** | **Vocabulary Golden threads** |
| **Year 2** | **Pulse/Beat**  As Year 1  In 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 | | | | |
|  | **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. | | | | |
|  | **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 | | | | |
|  | **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 | | | | |
|  | **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, ff  syncopation  Notation 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. | | | | |