



Curriculum Progression in Music

BEAVER GREEN PRIMARY SCHOOL

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen & Appraise	<p>I can listen to and copy rhythms, through clapping, singing and using instruments.</p> <p>I can listen and respond to different styles of music.</p> <p>I can embed foundations of the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture</p>	<p>I can begin to identify simple repeated patterns and follow basic musical instructions.</p> <p>I can begin to understand that musical elements can be used to create different moods and effects.</p> <p>I can listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.</p> <p>I can talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</p> <p>I can think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.</p>	<p>I can identify and recognise repeated patterns and follow a wider range of musical instructions</p> <p>I can understand how musical elements create different moods and effects.</p> <p>I can listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p> <p>I can respond to different moods in music and explain thinking about changes in sound.</p> <p>I can identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p>	<p>I can listen with attention and begin to recall sounds</p> <p>I can begin to understand how different musical elements are combined and used to create an effect.</p> <p>I can listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p> <p>I can explore and comment on the ways sounds can be used expressively.</p> <p>I can comment on the effectiveness of own work, identifying and making improvements.</p>	<p>I can listen to and recall patterns of sounds with increasing accuracy.</p> <p>I can understand how different musical elements are combined and used expressively.</p> <p>I can listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p> <p>I can recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>I can comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p>	<p>I can listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>I can begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>I can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p> <p>I can describe, compare and evaluate different types of music beginning to use musical words.</p> <p>I can comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	<p>I can listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>I can identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>I can develop an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how venue, occasion and purpose affects the way that music is created and performed.</p> <p>I can describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.</p> <p>I can evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>

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<p>Musical Activities</p>	<p>I can make my own music by using their voices and instruments.</p> <p>I can improvise leading to playing classroom instruments</p>	<p>I can begin to represent sounds with simple sounds including shapes and marks.</p> <p>I can know about and experiment with sounds</p> <p>I can recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p> <p>I can begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p> <p>I can start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way so that you can play/perform them again with your friends.</p>	<p>I can confidently represent sounds with a range of symbols, shapes and marks.</p> <p>I can repeat short rhythmic and melodic patterns</p> <p>I can begin to explore and choose and order sounds using the inter-related dimensions of music*</p> <p>I can continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. I can continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p> <p>I can continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	<p>I can begin to recognise simple notations to represent music, including pitch and volume.</p> <p>I can create simple rhythmic patterns that use a small range of notes.</p> <p>I can begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p> <p>I can continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Inventing musical ideas.</p> <p>I can continue to learn and understand that composition is creating musical ideas, recorded in sound or written using any appropriate notation.</p>	<p>I can understand and begin to use established and invented musical notations to represent music.</p> <p>I can create rhythmic and simple melodic patterns using an increased number of notes.</p> <p>I can join layers of sound, thinking about musical dynamics of each layer</p> <p>I can continue inventing musical ideas within improvisation.</p> <p>I can continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation</p>	<p>I can recognise and use a range of musical notations including staff notation.</p> <p>I can create increasingly complicated rhythmic and melodic phrases within given structures...</p> <p>...continued from above</p> <p>I know and can understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition</p> <p>I know and can understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>	<p>I can use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p>I can create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures...</p> <p>...continued from above</p> <p>I can understand with greater depth that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p> <p>I can understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>



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Perform & Share	<p>I can sing Nursery Rhymes. I can sing action songs.</p> <p>I can share and perform the learning that has taken place</p>	<p>I can use my voice in different ways such as speaking, singing and chanting</p> <p>I can create and choose sounds to perform simple rhythmic patterns on the claves, beginning to show an awareness of pulse.</p> <p>I can think about others when performing.</p>	<p>I can use my voice expressively and creatively. To sing with the sense of shape of the melody</p> <p>I can create and choose sounds for a specific effect. I can perform rhythmic patterns and accompaniments on the glockenspiel, keeping a steady pulse.</p> <p>I can perform in time with others.</p>	<p>I can sing in unison, becoming aware of pitch.</p> <p>I can perform simple rhythmic and musical parts using Boom Whackers, beginning to vary the pitch with a small range of notes.</p> <p>I can rehearse and perform well with others. I can perform in time with others when performing the same part.</p>	<p>I can sing in unison maintaining the correct pitch and using increasing expression.</p> <p>I can play and perform parts with an increasing number of notes on the recorder, beginning to show musical expression by changing dynamics.</p> <p>I can perform with others where groups have different parts.</p>	<p>I can sing in unison with clear diction, controlled pitch and sense of phrase.</p> <p>I can play and perform parts in a range of solo and ensemble contexts on the Ukulele with increasing accuracy and expression.</p> <p>I can maintain my own part and be aware of how the different parts fit together.</p>	<p>I can sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p> <p>I can play and perform violins with accuracy, fluency, control and expression</p> <p>I can think about the audience when performing and how to create a specific effect.</p>