



## BRACKENWOOD JUNIOR SCHOOL PROGRESSION CHART- MUSIC

<b>Performing</b> Understanding that music is created to be performed		
YEAR 1 AND 2	YEAR 3 AND 4	YEAR 5 AND 6
<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> <li>Pronounce words within a song clearly.</li> <li>Show control of voice.</li> <li>Play notes on an instrument with care so that they are clear.</li> <li>Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Hold a part within a round.</li> <li>Sing a harmony part confidently and accurately.</li> <li>Sustain a drone or a melodic ostinato to accompany singing.</li> <li>Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>
<b>Composing Music</b> Appreciating that music is created through a process which has a number of techniques		
<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and perform melodic songs.</li> <li>Use sound to create abstract effects.</li> <li>Create repeated patterns with a range of instruments.</li> <li>Create accompaniments for tunes.</li> <li>Use drones as accompaniments.</li> <li>Choose, order, combine and control sounds to create an effect.</li> <li>Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Create songs with verses and a chorus.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> <li>Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>Convey the relationship between the lyrics and the melody.</li> <li>Use digital technologies to compose, edit and refine pieces of music.</li> </ul>

## Transcribing Music

Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

- Use symbols to represent a composition and use them to help with a performance.

- Devise non-standard symbols to indicate when to play and rest.
- Recognise the notes EGBDF and FACE on the musical stave.
- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical stave.
- Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
- Understand and use the # (sharp) and ♭ (flat) symbols.
- Use and understand simple time signatures.

### Describing Music

Appreciating the features and effectiveness of musical elements

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch

- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.

- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
  - pitch
  - dynamics
  - tempo
  - timbre
  - texture
  - lyrics and melody
  - sense of occasion
  - expressive
  - solo
  - rounds
  - harmonies
  - accompaniments
  - drones
  - cyclic patterns
  - combination of musical elements
  - cultural context.
- Describe how lyrics often reflect the cultural context of music and have social meaning.