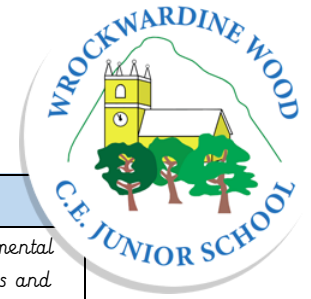


Wrockwardine Wood CE Junior School

Music Progression Document



	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
To perform	<p>Develop breath control and instrument control.</p> <p>Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments.</p> <p>Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns.</p>	<p>Play or sing music from notation and memory, with increasing accuracy, fluency, control and expression.</p> <p>Sing songs accurately, both solo and as part of an ensemble.</p>	<p>Play or sing music from notation and memory, with increasing accuracy, fluency, control and expression.</p> <p>Sing songs accurately, both solo and as part of an ensemble.</p>	<p>Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing.</p>	<p>Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing.</p> <p>Maintain a part within an ensemble when singing in a round or in harmony.</p>	<p>Take the lead in instrumental or singing performances and provide suggestions to others.</p> <p>Use gesture and expression to create a finished, polished performance.</p>
To compose	<p>To know that music is written in bars, with a set of number beats per bar and time signatures</p> <p>The main pulse of the music and they can be played, clapped, counted or conducted.</p> <p>Identify a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted.</p> <p>Improvise and compose sequences of sounds and vocals and record them using notes or pictures.</p>	<p>To develop the understanding of one type of rhythmic pattern is an ostinato.</p> <p>Play and create repeated rhythmic patterns.</p> <p>Improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation.</p> <p>Play or sing simple melodies from standard and invented musical notation and symbols.</p>	<p>To develop the understanding of one type of rhythmic pattern is an ostinato.</p> <p>Play and create repeated rhythmic patterns.</p> <p>Improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation.</p> <p>Play or sing simple melodies from standard and invented musical notation and symbols.</p>	<p>Confidently understand and explain the rhythmic pattern ostinato. Understand other musical techniques are pitch (high or low), tempo (speed) and dynamics (loudness).</p> <p>Compose and perform a short piece of music, using a range of musical techniques, including an ostinato.</p> <p>Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics.</p>	<p>Confidently understand and explain the rhythmic pattern ostinato. Understand other musical techniques are pitch (high or low), tempo (speed) and dynamics (loudness).</p> <p>Compose and perform a short piece of music, using a range of musical techniques, including an ostinato.</p> <p>Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics.</p> <p>Use musical notation to perform and write music.</p>	<p>Play and create pieces of music with a clear understanding of pulse and rhythm.</p> <p>Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.</p> <p>Use features of musical notation when composing.</p>

	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
<i>To listen</i>	<p>Recognise and describe sounds and changes in a piece of music using musical vocabulary.</p> <p>Pitch Timbre Dynamics Tempo</p>	<p>Recognise and describe sounds and changes in a piece of music using musical vocabulary.</p> <p>Pitch Timbre Dynamics Tempo</p>	<p>Recognise and describe sounds and changes in a piece of music using musical vocabulary.</p> <p>Pitch Timbre Dynamics Tempo</p>	<p>Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener.</p> <p>Pitch Dynamics Tempo Rhythm Melody</p>	<p>Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener.</p> <p>Pitch Dynamics Tempo Rhythm Melody</p>	<p>Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary.</p> <p>Pitch Dynamics Tempo Rhythm Melody Harmonies</p>
<i>To describe music</i>	<p>Listen and respond to pieces of music written around the same theme.</p> <p>Pitch Timbre Dynamics Tempo</p>	<p>Compare and evaluate different genres of music using appropriate musical vocabulary.</p> <p>Structure of the music Inclusion of typical rhythms Harmonies Tempi Dynamics Date of composition Style of performance.</p>	<p>Compare and evaluate different genres of music using appropriate musical vocabulary.</p> <p>Structure of the music Inclusion of typical rhythms Harmonies Tempi Dynamics Date of composition Style of performance.</p>	<p>Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.</p> <p>Pitch Rhythm Pulse Duration Structure Timbre Dynamics Tempo Texture</p>	<p>Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.</p> <p>Pitch Rhythm Pulse Duration Structure Timbre Dynamics Tempo Texture</p>	<p>Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener.</p>

	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
<i>Significant people</i>	<i>Describe the lives and music of romantic composers.</i>	<i>Describe the lives and music of famous popular musicians from the late 20th century.</i>	<i>Describe the lives and music of famous popular musicians from the late 20th century.</i>		<i>Describe the lives and music of famous Baroque composers.</i>	<i>Describe the lives and music of famous classical composers.</i>

General vocab

accent – where the music is emphasised

bar – a regular section on a staff, separated by vertical lines. Contains the beats

beat – unit of rhythm

canon – tune that is repeated at regular intervals by different performers, but with different starting times

chant – singing in unison, with a similar rhythm to speech

choir – group of singers

chord – 2 or more notes (usually 3) played simultaneously in harmony

chord progression – string of chords played in succession, usually a pattern

clef – a symbol on written music, defining what pitch to play the note

crescendo – getting louder

decrescendo – getting quieter

dissonance – harsh sounds, chords not in harmony

downbeat – first beat in a bar

drone – monotonous tone

duet – two vocalists or instruments

dynamics – how loud or quiet a piece of music is

ensemble – all instruments in an orchestra or all voices in a choir, playing at once.

flat – playing a note a semitone lower than the written one

forte – loud

harmony – pleasing combination of two or more notes, played in background behind melody

key – system of notes based on a key note

Note lengths

Semibreve – 4 beats

Minim – 2 beats

Crotchet – 1 beat

Quaver – ½ beat

Semiquaver – ¼ beat

Rest lengths

Semibreve rest – 4 beats

Minim rest – 2 beats

Crotchet rest – 1 beat

Quaver rest – ½ beat

Semiquaver rest – ¼ beat

key signature – the flats and sharps at the beginning of each line, to be played throughout the piece

music

major – a happy sounding piece of music

minor – a sad sounding piece of music

notation – a method of writing music

octave – 8 full tones above the key note. Start and end of a scale

off beat – the unaccented beat

orchestra – a large group of instruments, usually classical

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

scale – successive notes of a key, ascending or descending

sharp – note to be raised by a semitone

slur – a curve over notes, suggesting that it is slurred together

staccato – short, sharp notes

staff – five horizontal lines on which notes are written

tempo – speed of a piece

time signature – how many beats to a bar

unison – playing or singing the same notes simultaneously

vibrato – quickly alternating between two notes – a wobbly sound

Common Tempo words

adagio – slow and calm

allegro – quick and lively

andante – relaxed and flowing

largo – slow and broad

lento – slow

moderato – a reasonable pace

rit. (ritardando) – slowing the tempo (also **ral. (rallentiszez)**)

presto – quick and lively

prestissimo – extremely quick