

Lightmoor Village Primary School Progression Grid  
Music

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To perform	Children sing songs, make music and dance, and experiment with ways of changing them	<p>Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> <li>Follow instructions on how and when to sing or play an instrument.</li> </ul>	<p>Make and control long and short sounds, using voice and instruments.</p> <ul style="list-style-type: none"> <li>Imitate changes in pitch.</li> </ul>	<p>Sing from memory with accurate pitch.</p> <ul style="list-style-type: none"> <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> </ul>	<p>Sing from memory with accurate pitch.</p> <ul style="list-style-type: none"> <li>Play notes on an instrument with care so that they are clear.</li> <li>Perform with control and awareness of others.</li> </ul>	<p>Sing or play from memory with confidence.</p> <ul style="list-style-type: none"> <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>Sustain a drone or a melodic ostinato to accompany singing.</li> </ul>	<p>Sing or play from memory with confidence.</p> <ul style="list-style-type: none"> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Sing a harmony part confidently and accurately.</li> <li>Perform with controlled breathing (voice) and skilful playing (instrument).</li> </ul>

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Music

<p>To compose</p>	<p>They represent their own ideas, thoughts and feelings through music</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them</p>	<ul style="list-style-type: none"> <li>• Clap rhythms.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<p>Create a sequence of long and short sounds.</p> <ul style="list-style-type: none"> <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> </ul>	<p>Compose and perform melodic songs.</p> <ul style="list-style-type: none"> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use sound to create abstract effects.</li> <li>• Use digital technologies to compose pieces of music.</li> </ul>	<p>Create songs with verses and a chorus.</p> <ul style="list-style-type: none"> <li>• Convey the relationship between the lyrics and the melody</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> <li>• Use drones and melodic ostinatos (based on the pentatonic scale).</li> </ul>
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Music

To transcribe	They represent their own ideas, thoughts and feelings through music	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.				
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Music

<p>To describe music</p>	<p>They represent their own ideas, thoughts and feelings through music</p>	<p>Identify the beat of a tune.</p> <ul style="list-style-type: none"> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>		<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <ul style="list-style-type: none"> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>		<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> <li>pitch</li> <li>dynamics</li> <li>tempo</li> <li>timbre</li> <li>texture</li> <li>lyrics and melody</li> <li>sense of occasion</li> <li>expressive</li> <li>solo</li> <li>rounds</li> <li>harmonies</li> <li>accompaniments</li> <li>drones</li> <li>cyclic patterns</li> <li>combination of musical elements</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use the # (sharp) and b (flat) symbols.</li> <li>Use and understand simple time signatures.</li> </ul> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> <li>pitch</li> <li>dynamics</li> <li>tempo</li> <li>timbre</li> <li>texture</li> <li>lyrics and melody</li> <li>sense of occasion</li> <li>expressive</li> <li>solo</li> <li>rounds</li> <li>harmonies</li> <li>accompaniments</li> <li>drones</li> <li>cyclic patterns</li> </ul>
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Music

						<ul style="list-style-type: none"> <li>• cultural context.</li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning</li> </ul>	<ul style="list-style-type: none"> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul>

Music Vocabulary

<p><u>General vocab</u></p> <p><b>accent</b> - where the music is emphasised</p> <p><b>bar</b> - a regular section on a staff, separated by vertical lines. Contains the beats</p> <p><b>beat</b>- unit of rhythm</p> <p><b>canon</b> - tune that is repeated at regular intervals by different performers, but with different starting times</p> <p><b>chant</b> - singing in unison, with a similar rhythm to speech</p> <p><b>choir</b> - group of singers</p> <p><b>chord</b> - 2 or more notes (usually 3) played simultaneously in harmony</p> <p><b>chord progression</b> - string of chords played in succession, usually a pattern</p> <p><b>clef</b> - a symbol on written music, defining what pitch to play the note</p> <p><b>crescendo</b> - getting louder</p> <p><b>decrescendo</b> - getting quieter</p> <p><b>dissonance</b> - harsh sounds, chords not in harmony</p> <p><b>downbeat</b> - first beat in a bar</p> <p><b>drone</b> - monotonous tone</p> <p><b>duet</b> - two vocalists or instruments</p> <p><b>dynamics</b> - how loud or quiet a piece of music is</p>	<p><b>key signature</b> - the flats and sharps at the beginning of each line, to be played throughout the piece</p> <p>music</p> <p><b>major</b> - a happy sounding piece of music</p> <p><b>minor</b> - a sad sounding piece of music</p> <p><b>notation</b> - a method of writing music</p> <p><b>octave</b> - 8 full tones above the key note. Start and end of a scale</p> <p><b>off beat</b> - the unaccented beat</p> <p><b>orchestra</b> - a large group of instruments, usually classical</p> <p><b>pulse</b> - the constant beat in a piece of music</p> <p><b>rest</b> - moment when a note is not played for a defined length of time</p> <p><b>rhythm</b> - structured groups of accented and unaccented beats</p> <p><b>scale</b> - successive notes of a key, ascending or descending</p> <p><b>sharp</b> - note to be raised by a semitone</p> <p><b>slur</b> - a curve over notes, suggesting that it is slurred together</p> <p><b>staccato</b> - short, sharp notes</p> <p><b>staff</b> - five horizontal lines on which notes are written</p> <p><b>tempo</b> - speed of a piece</p> <p><b>time signature</b> - how many beats to a bar</p> <p><b>unison</b> - playing or singing the same notes simultaneously</p> <p><b>vibrato</b> - quickly alternating between two notes - a wobbly sound</p>
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# Lightmoor Village Primary School Progression Grid

## Music

**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** -  $\frac{1}{2}$  beat

 **Semiquaver** -  $\frac{1}{4}$  beat

### Rest lengths

 **Semibreve rest** - 4 beats

 **Minim rest** - 2 beats

 **Crotchet rest** - 1 beat

 **Quaver rest** -  $\frac{1}{2}$  beat

 **Semiquaver rest** -  $\frac{1}{4}$  beat

### 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. (rallentissez)**)

**presto** - quick and lively

**prestissimo** - extremely quick