

Music progression at Shaw CE Primary School



	R	1	2	3	4	5	6
Charanga Style Focus	Nursery rhymes and action songs	Hip-Hop Reggae, Blues, Baroque, Latin, Bhangra, Folk Funk,					
Listening and appraising – appreciation of styles, genres, traditions, composers, sounds and the interrelated dimensions of music.	<p>ELG – EAD (Exploring and using media and materials) Sing songs, make music and dance, and experiment with ways of changing them.</p> <p>ELG – EAD (Being Imaginative) Represent their own ideas, thoughts and feelings through music and dance.</p> <p>Know that music creates different moods and emotions. Know that you can move your body in time with music. Know that different sounds/sound effects represent different things</p>	<p>Know that sounds can be chosen to represent thoughts, ideas, moods and emotions. Know that sounds are chosen by composers. Know that there are different types (genres) of music and different types of music for different occasions. Know that music promotes different types of movement.</p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers in to different genres and instruments in to different types.</p>	<p>To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians. Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music. Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.</p>	<p>Beginning to recognise styles, find the pulse, recognise instruments and interpret the IDM. To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect. Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music. Understand that the sense of occasion affects the performance. Combine sounds expressively</p>	<p>Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions. Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music. Understand the different cultural meanings and purposes of music, including contemporary culture. Use different venues and occasions to vary my performances.</p>	<p>Notice, comment on and compare the use of musical devices. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions. Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music. Notice and explore how music reflects time, place and culture. Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural Use different venues and occasions to vary my performances.</p>
Musical activities <u>Games</u> <u>Singing</u> <u>Playing by ear</u> <u>Playing from notes</u> <u>Reading music</u>	<p>Singing Improvisation Exploration of sounds</p>						
Creating and Exploring <u>Note values</u> <u>Vocal range</u> <u>Improvising</u> <u>Composing</u>	<p>Choose different instruments, including the voice, to create sound effects in play. Investigate a variety of ways to create sound with different materials. Experiment performing songs and music together with body movements to a steady beat.</p>	<p>Create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore own ideas and change as desired.</p>	<p>Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect. (including use of ICT) Create short musical patterns. Investigate long and short sounds Explore changes in pitch to communicate an idea.</p>	<p>To compose music that combines musical elements. Carefully choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>Compose music that combines several layers of sound. Awareness of the effect of several layers of sound. compose and perform melodies and songs. (Including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Improvise within a group.</p>	<p>Improvise melodic and rhythmic material within given structures. Show thoughtfulness in selecting sounds and structures to convey an idea. Create my own musical patterns. Use a variety of different musical devices including melody, rhythms, and chords</p>
Performing	<p>Play instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Choose an instrument to create a specific sound. Sing echo songs and perform movements to a steady beat. Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds.</p>	<p>Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention. Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience.</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given Understand how to control playing a musical instrument so that they sound, as they should. Sing with a sense of the shape of a melody. To represent sounds with symbols. To improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect.</p>	<p>Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice. Perform with confidence.</p>	<p>Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p>	<p>I create songs with an understanding of the relationship between lyrics and melody. Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round. Perform songs in a way that reflects there meaning and the occasion. Sustain a drone or melodic ostinato to</p>	<p>Perform significant parts from memory and from notations with awareness of my own contribution. Refine and improve my own work. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately.</p>

Music progression at Shaw CE Primary School



						accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).	
Notation					Know how many beats in a minim, crotchet and semibreve and I recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music	Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play. Read the musical stave and can work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave.	Use of a variety of notation when performing and composing. Compose music for different occasions appropriate musical devices. Quickly read notes and know how many beats they represent. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. Describe music using musical words and use this to identify strengths and weaknesses in music.
Interrelated dimensions of music (IDM)	Pulse Rhythm Pitch	Pulse Rhythm Pitch Dynamics Tempo	Pulse Rhythm Pitch Dynamics Tempo	Pulse Rhythm Pitch Dynamics Tempo Timbre	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation
Vocabulary	<p><u>See Charanga Keywords for definitions</u> a capella, appraising, arrangement, back beat, backing, balance, ballad, band, bridge/middle 8, chord, chorus, coda, cover, composing, crossover, decks, drumloops, dynamics, ending, ensemble, groove, harmony, hook, improvise, interlude, introduction, lyrics, melody, melodic, notation, offbeat, original, ostinato, outro, pentatonic scale, performing, phrase, pitch, pre-chorus, pulse/beat, recurring theme, rhythm, riff, roots reggae sampling, secular, solo, structure/form/shape, style, style indicators, syncopation, tag, tempo, texture, timbre, urban contemporary, verse</p>						