

## Lightmoor Village Primary School Skills Progression Grid Music

<p>Early Years: Being imaginative and expressive. Early Learning Goal: Children will sing a range of well - known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and when appropriate- to try to move in time with music.</p>	<p>KS1: Pupils are taught to: Use their voices expressively and creatively by singing songs and speaking chants and thymes Play tuned and un-tuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>			<p>KS2: Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating idea within musical structures and reproducing sounds from aural memory Pupils are taught to: Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>			
	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>To perform</b>	<p>Children sing songs, play and explore with musical instruments and respond to music.</p>	<p>Performing</p> <ul style="list-style-type: none"> <li>• To use their voices to speak/sing/chant</li> <li>• To join in with singing</li> <li>• To use instruments to perform</li> <li>• To look at their audience when they are performing</li> <li>• To clap short rhythmic patterns</li> <li>• To copy sounds</li> </ul> <p>Challenge: Pupils make loud and quiet sounds They know that the chorus keeps repeating</p>	<p>Performing</p> <ul style="list-style-type: none"> <li>• To sing and follow the melody (tune)</li> <li>• To sing accurately at a given pitch</li> <li>• To perform simple patterns and accompaniments keeping a steady pulse</li> <li>• To perform with others</li> <li>• To play simple rhythmic patterns on an instrument</li> <li>• To sing/ clap a pulse increasing or decreasing in tempo</li> </ul> <p>Challenge: Pupils can sing/play rhythmic patterns in contrasting</p>	<p>Performing</p> <ul style="list-style-type: none"> <li>• To sing in tune with expression</li> <li>• To control their voice when singing</li> <li>• To play clear notes on instruments</li> </ul> <p>Challenge: Pupils work with a partner to create a piece of music using more than one instrument</p>	<p>Performing</p> <ul style="list-style-type: none"> <li>• To perform a simple part rhythmically</li> <li>• To sing songs from memory with accurate pitch</li> <li>• To improvise using repeated patterns</li> </ul> <p>Challenge: Pupils can use selected pitches simultaneously to produce simple harmony</p>	<p>Performing</p> <ul style="list-style-type: none"> <li>• To breath in the correct place when singing</li> <li>• To sing and use their understanding of meaning to add expression</li> <li>• To maintain their part whilst others are performing their part</li> <li>• To perform 'by ear' and from simple notations</li> <li>• To improvise within a group using melodic and rhythmic phrases</li> <li>• To recognise and use basic structural forms e.g. rounds, variations, rondo form</li> </ul> <p>Challenge: Pupils use pitches simultaneously to produce harmony</p>	<p>Performing</p> <ul style="list-style-type: none"> <li>• To sing a harmony part confidently and accurately</li> <li>• To perform parts from memory</li> <li>• To perform using notations</li> <li>• To take the lead in a performance</li> <li>• To take on a solo part</li> <li>• To provide rhythmic support</li> </ul> <p>Challenge: Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together</p>

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			tempo; keeping to the pulse			by building up simple chords They devise and play a repeated sequence of pitches on a tuned instrument to accompany a song	
<b>To compose (including notation)</b>	<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 through play.</p>	<p>Composing (including notation)</p> <ul style="list-style-type: none"> <li>• To make different sounds with their voice</li> <li>• To make different sounds with instruments</li> <li>• To identify changes in sounds</li> <li>• To change the sound</li> <li>• To repeat (short rhythmic and melodic) patterns</li> <li>• To make a sequence of sounds</li> <li>• To show sounds by using pictures</li> </ul> <p>Challenge: Pupils can tell the difference between long and short sounds They</p>	<p>Composing (including notation)</p> <ul style="list-style-type: none"> <li>• To order sounds to create a beginning, middle and end</li> <li>• To create music in response to</li> <li>• To choose sounds which create an effect</li> <li>• To use symbols to represent sounds</li> <li>• To make connections between notations and musical sounds</li> </ul> <p>Challenge: Pupils can use simple structures in a piece of music They know that phrases are where we breathe in a song</p>	<p>Composing (including notation)</p> <ul style="list-style-type: none"> <li>• To use different elements in their composition</li> <li>• To create repeated patterns with different instruments</li> <li>• To compose melodies and songs</li> <li>• To create accompaniments for tunes</li> <li>• To combine different sounds to create a specific mood or feeling</li> </ul> <p>Challenge: Pupils understand metre in 2 and 3 beats; then 4 and 5 beats They understand how the use of tempo can provide contrast within a piece of music</p>	<p>Composing (including notation)</p> <ul style="list-style-type: none"> <li>• To use notations to record and interpret sequences of pitches</li> <li>• To use standard notation</li> <li>• To use notations to record compositions in a small group or on their own</li> <li>• To use their notation in a performance</li> </ul> <p>Challenge: Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales They can show how they can use dynamics to provide contrast</p>	<p>Composing (including notation)</p> <ul style="list-style-type: none"> <li>• To change sounds or organise them differently to change the effect</li> <li>• To compose music which meets specific criteria</li> <li>• To use their notations to record groups of pitches (chords)</li> <li>• To use a music diary to record aspects of the composition process</li> <li>• To choose the most appropriate tempos for a piece of music</li> </ul> <p>Challenge: Pupils understand the relation between pulse and syncopated patterns They can identify (and use) how patterns of repetitions,</p>	<p>Composing (including notation)</p> <ul style="list-style-type: none"> <li>• To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)</li> <li>• To recognise that different forms of notation serve different purposes</li> <li>• To use different forms of notation</li> <li>• To be able to combine groups of beats</li> </ul> <p>Challenge: Pupils can show how a small change of tempo can make a piece of music more effective They use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p>

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		can tell the difference between high and lowsounds They can give a reason for choosing an instrument				contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre	
<b>To appraise</b>	<p>Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves</p> <p>Listen and respond to a different song or piece of music in a different style. This music is used to inspire imaginative movement, initially free and child-led movement, this grows to enable the teacher to</p>	<p>Appraising</p> <ul style="list-style-type: none"> <li>• To respond to different moods in music</li> <li>• To say how a piece of music makes them feel</li> <li>• To say whether they like or dislike a piece of music</li> <li>• To choose sounds to represent different things</li> <li>• To recognise repeated patterns</li> <li>• To follow instructions about when to play or sing</li> </ul> <p>Challenge: Pupils are able to tell the difference between a fast and slow tempo They can tell the</p>	<p>Appraising</p> <ul style="list-style-type: none"> <li>• To improve their own work</li> <li>• To listen out for particular things when listening to music</li> </ul> <p>Challenge: Pupils recognise sounds that move by steps and by leaps</p>	<p>Appraising</p> <ul style="list-style-type: none"> <li>• To improve their work explaining how it has improved</li> <li>• To use musical words (the elements of music) to describe a piece of music and compositions</li> <li>• To use musical words to describe what they like and dislike</li> <li>• To recognise the work of at least one famous composer</li> </ul> <p>Challenge: Pupils can tell whether a change is gradual or sudden They identify repetition, contrasts and variations</p>	<p>Appraising</p> <ul style="list-style-type: none"> <li>• To explain the place of silence and say what effect it has</li> <li>• To start to identify the character of a piece of music</li> <li>• To describe and identify the different purposes of music</li> <li>• To being to identify with the style of work of Beethoven, Mozart and Elgar</li> </ul> <p>Challenge: Pupils can identify how a change in timbre can change the effect of a piece of music</p>	<p>Appraising</p> <ul style="list-style-type: none"> <li>• To describe, compare and evaluate music using musical vocabulary</li> <li>• To explain why they think their music is successful or unsuccessful</li> <li>• To suggest improvements to their own or others' work</li> <li>• To choose the most appropriate tempo for a piece of music</li> <li>• To contrast the work of famous composers and show preferences</li> </ul> <p>Challenge: Pupils can explain how tempo changes the character of music They identify where a gradual change in dynamics has</p>	<p>Appraising</p> <ul style="list-style-type: none"> <li>• To be able to refine and improve their work</li> <li>• To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• To be able to analyse features within different pieces of music</li> <li>• To be able to compare and contrast the impact that different composers from different times will have had on the people of the time.</li> </ul> <p>Challenge: Pupils can appraise the introductions, interludes and endings for songs and compositions they have created</p>

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	teach the children to follow and copy instruction.	difference between loud and quiet sounds They identify two types of sound happening at the same time				helped to shape a phrase of music	
<b>Topics</b>	Topics: Autumn Spring Summer Charanga: Me Everyone Big Bear Funk My Stories Our World Reflect, Rewind, Replay	Topics: Autumn Charanga: Hey You Rhythm in the way we walk (The Banana Rap) Spring Charanga: In the Groove Round and Round Summer Charanga: Your imagination Reflect, Rewind, Replay	Topics: Autumn Charanga: Hands Feet Heart Ho ho ho Spring Charanga: I wanna play in a band Zootime Summer Charanga: Friendship song Reflect, Rewind, Replay	Topics: Autumn Charanga: Let your spirit fly Glockenspiel (Stage 1) Spring Charanga: Three little birds The dragon song Summer Charanga: Bringing us together Reflect, Rewind, Replay	Topics: Autumn Charanga: Mamma Mia Glockenspiel (Stage 2) Spring Charanga: Stop Lean on Me Summer Charanga: Blackbird Reflect, Rewind, Replay	Topics: Autumn Charanga: Livin' on a prayer Classroom Jazz 1 Spring Charanga: Make you feel my love (preview) Fresh Prince of Bel Air (preview) Summer Charanga: Dancin' in the street (preview) Reflect, Rewind, Replay	Topics: Autumn Charanga: I'll be there Classroom Jazz 2 Spring Charanga: Britten - A New Year Carol (preview) Happy (preview) Summer Charanga: You've got a friend (preview) Reflect, Rewind, Replay
<b>Composers</b>	Music/composer	Composers: e.g. Brahms, Wagner, Verdi, Tchaikovsky Composition links to Benjamin Britten	Composers: e.g. Pachelbel, Vivaldi	Composers: e.g. Leonin, De La Halle	Composers: - Miles Davis, Duke Ellington	Composers: - Debussy, Stravinsky, Benjamin Britten	Composers: - Haydn, Mozart, Elgar and Beethoven
<b>Historical Links</b>		History link - Romantic Period - Victorians	History link - Baroque period - Great fire of London	History link - Early Music - Anglo- Saxons - pre 1066	History link - Early/ Mid 20th Century America	History link - Early/Mid 20th Century Europe	History link - Classical Period

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### Music

<b>Vocabulary</b>	<p>Music Quiet Loud Slow Fast Listen Start Stop Move</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>
<b>Outcomes</b>	<p>Sing in a group or on their own, increasingly matching the pitch and following the</p>	<p>Use their voice in different ways such as speaking, singing and chanting with accompaniment.</p>	<p>Develop their control of pitch and duration when singing with accompaniments. Performs simple patterns and</p>	<p>Sings Rounds and Partner songs in tune. Keeps to a steady beat in 2, 3 and 4 metre. Starts to develop rehearsal routines</p>	<p>Sing Rounds and Partner songs in tune with increasing expression, accuracy and fluency. Recognise</p>	<p>Pupils start to sing songs in parts. Play pieces with simple parts with developing control of pitch, duration,</p>	<p>Pupils sing songs in parts with increasing control and expression. Play pieces with parts with accurate control of pitch, duration,</p>

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<p>melody. Sing a range of well-known nursery rhymes and songs. Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns through play.</p> <p>Explore and engage in music making, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Begin to use appropriate vocabulary for Dimensions identified in</p>	<p>Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns. Order sounds within simple structures. Begin to represent sounds with symbols and can recognise mood, character and contrast in pieces. Begin to use appropriate vocabulary for Dimensions identified in CPS Progression</p>	<p>accompaniments on tuned and un-tuned instruments keeping to a steady beat. Respond to graphic notation for pitch, duration and rhythm. Recognises changes in mood, character and contrasts in pieces. Begin to use appropriate vocabulary for Dimensions identified in CPS Progression.</p>	<p>and strategies. Respond to graphic notation for pitch, duration and rhythm. Begins to compare and contrast different pieces in mood, character and changes. Use appropriate vocabulary for Dimensions identified in CPS Progression.</p>	<p>and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato. Pupils improvise repeated patterns and combine several textures of sound. Create graphic notation for pitch, duration and rhythm. Compare and contrast different pieces recognising how different musical elements are combined and used expressively. Pupils can listen with increasing attention to detail and recall sounds with growing aural memory. Use appropriate vocabulary for Dimensions identified in CPS Progression. Pupils recognise how the different musical elements are combined and used expressively.</p>	<p>tempo and dynamics. They improvise and compose melodic and rhythmic phrases through rehearsals. They understand and start to use the staff and other musical notations. Compare and contrast a range of pieces showing awareness of dimensions, context and purpose. They suggest improvements to their own and others' work. Further extend appropriate musical vocabulary identified in CPS Progression.</p>	<p>tempo and dynamics. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They understand and use the staff and other musical notations. Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose. They suggest improvements to their own and others' work, commenting on how intentions have been achieved. Further extend appropriate musical vocabulary identified in CPS Progression. . Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians.</p>
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## Music

	CPS Progression						
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### Music Vocabulary

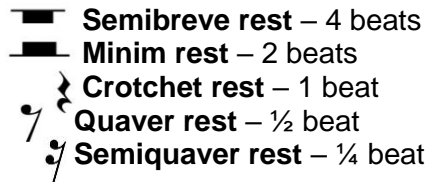
<p><b><u>General vocabulary</u></b></p> <p><b>accent</b> – where the music is emphasised</p> <p><b>bar</b> – a regular section on a staff, separated by vertical lines. Contains the beats</p> <p><b>beat</b>- unit of rhythm</p> <p><b>canon</b> – tune that is repeated at regular intervals by different performers, 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>ensemble</b> – all instruments in an orchestra or all voices in a choir, playing at once.</p> <p><b>flat</b> – playing a note a semitone lower than the written one</p> <p><b>forte</b> – loud</p> <p><b>harmony</b> – pleasing combination of two or more notes, played in background behind melody</p> <p><b>key</b> – system of notes based on a key note</p> <p><b><u>Note lengths</u></b></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> <p><b><u>Common Tempo words</u></b></p>
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## Music



### Rest lengths



**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. (ralentissez)**)  
**presto** – quick and lively  
**prestissimo** – extremely quick