**Music Progression Malpas Alport Primary School F-6 – On Track Indicators**

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|  | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Listening and Appraising**  | Listens accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions (ELG)  | Listen with concentration  | Listen with concentration | Listen with direction | Listen and identify key instruments | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Appreciate and understand a wide range of highquality live and recorded music drawn from different traditions and from great composers and musicians |
| **Recalling**  | Listens attentively in a range of situations (ELG)  | Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse  | Improvise a simple rhythm using different instruments including the voice  | Begin to listen to and recall sounds with increasing aural memory (Use instruments to copy and recall simple rhythms and melodies) | Listen to and recall sounds with increasing aural memory (using known songs and sounds, encourage children to use their voices/ tuned instruments to recall simple melodies) | Compose complex rhythms from an increasing aural memory |  |

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| **Develop a knowledge of a range of music** | Is confident to speak to others about his/her own needs, wants, interests and opinions | Discuss feelings and emotions linked to different pieces of music | Begin to recognise and explore different musical styles. | Begin to develop an understanding of the history and context of music. | Range of musical styles and traditions | Develop an increasing understanding of the history and context of music Listen and compare to those learned before | Develop a deeper understanding of the history and context of music, Appreciate and understand a wide range of highquality live and recorded music drawn from different traditions and from great composers and musicians |
| **Discuss using musical vocabulary** | Is confident to speak to others about his/her own needs, wants, interests and opinions |  | Begin to describe a piece of music using a developing understanding of interrelated musical dimensions |  | Use musical language to appraise: Section rhythm, lyrics dynamics, harmony, solo, ensemble, structure, chorus, verse |  | Appropriately discuss the dimensions of music and recognise them in music heard |

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| **Understanding** | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Pulse and Rhythm**  | Develop 2 channel listening – Listen and doExplores the different sounds of instruments | Find the PulseUnderstand that tempo describes how fast or slow the music isUnderstand that tempo describes how fast or slow the music isUnderstand that pitch describes how high or low sounds areRecognise untuned / tuned instruments | Internalise the pulse within a piece of musicUnderstand timbre describes the quality of a soundUnderstand that texture describes layers within the musicUnderstand that structure describes how different sections of music are orderedUse tuned and untuned classroom percussion to play accompaniments and tunes | Find the pulse within range of different songs /with easeConfidently Recognise musical instruments | Begin to listen to and recall sounds with increasing aural memory Listening and identifying from listening to solo / ensemble | Understand how pulse rhythm and pitch work togetherUnderstand how pulse, rhythm and pitch work togetherListen with attention to detail and recall sounds with increasing aural memory Use tuned and un tuned instruments to recall and repeat rhythms or melodies | Listen with attention to detail and recall sounds with increasing aural memory Use tuned and un tuned instruments to recall and repeat rhythms or melodies |

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| **Composition** | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Improvisation**  | Selects appropriate resources and adapts work where necessary | Listen to, copy and repeat a simple rhythm or melody | Improvise a simple rhythm using different instruments including the voice | Understand that improvisation is when a composer makes up a tune within boundaries | Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate | Compose complex rhythms from an increasing memory. | Play and perform in solo / ensemble with increasing control , fluency and expression |
| **Composition** | Explores the different sounds of instruments |  | Experiment with, create, select and combine sounds using the inter-related dimensions of music | Understand that composition is when a composer writes down and records a musical idea |  | Compose complex rhythms from an increasing aural memory | Create a simple composition and record using formal notation Improvise and compose music for a range of purposes using the inter-related dimensions of music |
| **Musical Writing** |  | Learn to follow the conductor or band leader Importance of starting and finishing together (e.g starting and stopping symbols) | Start to understand basic musical notation. | Develop an understanding of formal, written notation which includes crotchets and rests | Develop an understanding of formal, written notation which includes minims and quavers | Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets | Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets |

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| **Performance** | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Performance** | Sings songs, makes music and dances, and experiments with ways of changing them (ELG) | Learn and perform chants, rhythms, raps and songsWork and perform together with others as an ensemble or as a group singing | Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidencePerform as an ensemble using a variety of instruments and play differentparts where appropriate Practise, rehearse and present performances to audiences with a growing awareness of the people watching | Play and perform in solo or ensemble contexts with confidence | Play and perform in solo or ensemble contexts with increasing confidence | Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expressionimprovise tunes using band instruments where appropriate. | Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression Improvise tunes using band instruments where appropriate. |

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| **Performance** | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Singing** | Is beginning to build a repertoire of songs and dances. Sings songs, makes music and dances, and experiments with ways of changing them (ELG | Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture | Sing a song in two parts | Sing songs with multiple parts with increasing confidence | Sing as part of an ensemble with confidence and precision | Sing as part of an ensemble with increasing confidence and precision: Aim to produce rounded sound, clear diction, control of pitch and musical understanding of dynamics and timbre | Sing as part of an ensemble with increasing confidence and precision: Aim to produce rounded sound, clear diction, control of pitch and musical understanding of dynamics and timbre |