



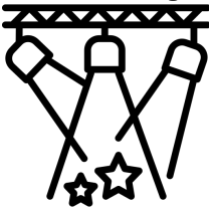





Music Progression at Balderstone

Year	Listening and Appraising 	Musical Activities 	Singing 	Improvising and composing 	Performing 
	<ul style="list-style-type: none"> • Enjoy listening to music and respond through dance and movement with different speeds. • Recognise and name some of the characters and stories in the songs. • Identify moments of silence within music. 	<ul style="list-style-type: none"> • Find the pulse in different ways - jumping, marching, moving. • Clap back the rhythm of their name and phrases in the songs. • Copy sounds they can hear distinguishing between high and low pitch. 	<ul style="list-style-type: none"> • Sing songs in unison with support. • Add actions or substitute a word for an action e.g. head, shoulders, knees and toes 	<ul style="list-style-type: none"> • Play the pulse with a pitched instrument or a untuned instrument. • Investigate different sounds created with a range of instruments. 	<ul style="list-style-type: none"> • Perform a song with actions. • Enjoy listening back to the performance.



- Recognise and name an instrument they can hear.
- Recognise sounds can be made in different ways.
- Understand there are different styles of music and that music has been made throughout history.
- Express their opinion about the music.

- Find the pulse to a simple piece of music and be able to march to the pulse.
- Understand that the pulse is the heartbeat of the music.
- Copy a simple rhythm and recognise the difference between short and long sounds, quiet and loud, and fast and slow.
- Clap the rhythm of their name and a favourite colour or animal.
- Understand that pitch is high and low sounds

- Sing **in time** to the music and in unison.
- **Explore sounds** through their voices.
- **Sing a song with a range of actions.**

- Improvise using a simple rhythm with untuned instruments.
- Improvise using one note on tuned instruments.
- Compose a simple melody using 2 notes on an instrument
- Compose a rhythm to play as part of a performance.

- Play or sing accurately and in time as part of a performance.
- Play 2 notes as part of a performance with tuned instruments.
- Listen to the performance and give their opinion and express how it made them feel.



- Recognise and name some of the instruments they can hear.
- Understand that music has a musical style and name and identify 2 different styles.
- Express their opinion about the music and begin to explain why.
- Recognise the importance of silence within pieces.

- Find the pulse in different ways e.g. as an animal, rockstar.
- Copy and clap back rhythms.
- Copy back rhythms on instruments.
- Clap a simple rhythm for others to copy.
- Understand that tempo means speed and identify this in music.

- Sing in **unison and two parts** in time with the music.
- Sing a song with **actions and/or dance** movements.

- Improvise using 2 notes on tuned instrument.
- Compose a simple melody using simple rhythms and play as part of a performance.
- Compose with 2 notes.
- Begin to record their composition using a range of creative notation.

- Rehearse then play or sing accurately and in time.
- Listen to the performance and explain what they liked best about it.



- Identify different instruments and voices (male/female).
- Identify the structure of a piece. e.g., introduction verse chorus.
- Find the pulse while listening to a range of music.
- Identify the story of a song by listening to the words.
- Begin to Identify different styles, where they come from and their time period.

- Copy back and create rhythms and melodic patterns.
- Begin to recognise rhythmic notation and musical notation e.g. higher the notes on a stave the higher the pitch.
- Understand that dynamics means volume and identify this in music.
- Understand that texture is the difference between thick (many) and thin (few) layers of sound and begin to identify this.

- Sing in unison and in different parts.
- Hold their group's part while singing with others.
- Begin to use dynamics and changes in tempo when singing.

- Improvise rhythms and melodic patterns.
- Improvise using call and response.
- Compose a simple melody using simple rhythms.
- Record their composition using a range of creative notation.

- Sing or play instruments in time and accurately as part of a performance.
- Perform their own compositions.
- Perform within a larger group at an out of school venue.
- Appraise a performance, expressing what they did and didn't like about it.



- Identify the structure of a piece including the bridge.
- Widen the knowledge of instruments/voices and be able to identify these.
- Identify the themes of the music e.g. justice
- Identify different styles, where they come from and their time period.

- Copy back and create more complex rhythms and melodic patterns.
- Begin to recognise some notes on a staff.
- Play instrument parts by ear using 2 notes.

- Sing or rap in unison or parts including singing an alternative melody line.
- Recognise whether the pitch moves higher or lower in the melody line in simple songs.
- Use dynamics and changes in tempo when singing.

- Improvise rhythms and melodic patterns.
- Compose a simple melody using simple rhythms.
- Record their composition using a range of creative and rhythmic notation.

- Sing, play an instrument, improvise or play their composition as part of a performance.
- Appraise a performance discussing what went well and what could be improved.
- Perform within a larger group at an out of school venue.



- Identify the structure of a more complex piece.
- Identify a wider range of instruments and voices and the styles of music they are associated with.
- Begin to recognise which family a particular instrument belongs to eg. strings.
- Discuss the tempo, texture and dynamics.

- Recognise some notes in musical notation.
- Begin to recognise other features of musical notation eg. time signature.
- Play instrument parts by ear using 3 notes.
- Understand a chord is made up of a number of notes and begin to read chord notation for ukuleles.
- Understand the importance of tuning an instrument.

- Sing in unison or in parts in a greater range of songs with different styles.
- Use dynamics and changes in tempo for effect when singing.

- Improvise mirroring a certain style of music e.g. swing.
- Improvise with more complex rhythms and melodic patterns.
- Compose a melody using simple rhythms and a greater range of notes.
- Record their composition using a range of creative and rhythmic notation.

- Sing, play an instrument, improvise or play their composition as part of a performance with more confidence.
- Appraise a performance musically discussing whether it suited the audience and communicated their ideas.
- Perform more confidently within a larger group at an out of school venue.



- Describe the style indicators of the song/music.
- Describe the structure of the song.

- Recognise more notes within musical notation and other features.

- Sing in unison or parts in a greater range of songs with different styles.
- Confidently use dynamics and

- Improvise within a certain style of music e.g. swing.
- Use dynamics and tempo within their

- Sing, play an instrument, improvise or play their composition as part of a performance with confidence.



	<ul style="list-style-type: none">• Identify the instruments they can hear.• Discuss the musical dimensions of the song.	<ul style="list-style-type: none">• Play instrument parts by ear using more than 3 notes.• Read chord notation for ukuleles.• Begin to tune an instrument with a digital tuner.	<p>changes in tempo for effect when singing.</p> <ul style="list-style-type: none">• Sing different versions of the same song.	<p>compositions for effect.</p>	<ul style="list-style-type: none">• Appraise the performance, discussing different musical aspects.• Perform confidently within a larger group at an out of school venue.
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