



High Hesket CE School Music Progression Document

| | Year 1 & 2 | Year 3 & 4 | Year 5 & 6 |
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| Performing | <ul style="list-style-type: none"> ● sing with good diction ● begin to be able to sing in tune songs with a limited range ● sing in time to a steady beat. ● name a variety of instruments ● perform with a good sense of beat and rhythm ● perform together in an ensemble ● change the tempo or dynamics while playing an instrument. | <ul style="list-style-type: none"> ● sing with good diction ● sing in tune songs with a limited range ● sing a song with two or more parts ● perform with expression ● use correct technique to play instruments. | <ul style="list-style-type: none"> ● sing with good diction ● sing in tune ● sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch ● perform with accuracy and expression, showing an understanding of the context of the music ● use correct technique to play instruments with improved confidence and accuracy. |
| Listening | <ul style="list-style-type: none"> ● begin to recognize different genres of music ● begin to recognize instruments being played in a piece of music ● express their opinion about pieces of music. | <ul style="list-style-type: none"> ● find the beat in a piece of music ● explain the tempo, dynamics and duration of a piece of music ● begin to recognize some orchestral instruments in a piece of music ● recognize a range of music genres ● recognize instruments being played in a piece of music ● express their opinion about pieces of music using appropriate musical vocabulary ● discuss similarities and differences in pieces of music. | <ul style="list-style-type: none"> ● find the beat in a piece of music ● explain the tempo, dynamics, metre, timbre and duration of a piece of music ● recognize orchestral instruments and describe their effects in a piece of music ● recognize a range of music genres (including from around the world) and describe their characteristics ● name a variety of composers and artists associated with different genres of music ● recognize instruments being played in a piece of music ● express their opinion about pieces of music using appropriate musical vocabulary ● discuss similarities and differences in pieces of music and explain how composers and performers achieve this. |

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| Composing | <ul style="list-style-type: none"> • compose a simple tune using three or four notes • create sound effects for a picture or story, thinking about how music can create a mood • write down their compositions using symbols, pictures or patterns. | <ul style="list-style-type: none"> • compose a tune using eight notes • compose music that has a recognizable structure (beginning, middle and end). | <ul style="list-style-type: none"> • create more complex tunes, thinking about their audience • add lyrics to a composition • compose music that has a recognizable structure (beginning, middle and end) that shows variation in timbre and dynamics. |
| Notation | | <ul style="list-style-type: none"> • recognize crotchets, quavers, semibreves and crotchet rests • begin to be able to recognize some notes on a treble clef staff. | <ul style="list-style-type: none"> • recognize crotchets, quavers, semibreves, crotchet and quaver rests • recognize notes on a treble clef staff; understand that notes are positioned differently on a bass clef • read, and play from, music notation • record their own compositions using music notation. |
| Knowledge of music | | <ul style="list-style-type: none"> • name some composers and genres of music from different eras. | <ul style="list-style-type: none"> • name some composers and genres of music from different eras; b. name different musical periods. |