



## Shirley Infant and Junior Schools Music Progression

A Shirley Schools' Musician will develop a life-long love of music through an engaging and inspiring curriculum. Our children develop an appreciation of music from a wide range of times, places and cultures as they move up through the school. They have an understanding of the elements that all music is based on; rhythm, pitch, dynamics, texture, structure, timbre and tempo and these skills and understanding are built systematically to ensure progression. Children's imagination, creativity and self-confidence are developed through participation in a wide range of musical activities including singing, listening and responding, composing and improvisation. There are many opportunities for children to use a range of tuned and untuned percussion instruments within the music curriculum and children also have whole-class instrumental lessons in Year 2 and Year 4. Singing is a central part of school life through weekly singing assemblies, school choirs and rehearsals for special events. Shirley Schools recognizes how music helps to foster the essential life skills of co-operation, mutual support, self-discipline and commitment and that it is vital for children to be able to express their thoughts and feelings.

| Skills Singing     | R   | 1   | 2  | 3  | 4   | 5   | 6   |
|--------------------|---|---|--|--|---|---|---|
|                    | <p>I can sing or chant small parts of songs or phrases as part of the whole school/class / group or solo with enjoyment.</p> <p>I can begin to develop a sense of melodic shape and rhythm in my singing.</p> <p>I can begin to change my singing voice to demonstrate changes in dimensions such as loud/quiet, fast/slow.</p>                   | <p>I enjoy singing chants and rhymes showing a sense of rhythm.</p> <p>I can follow the melodic shape of phrases and songs with some control.</p> <p>I can control long &amp; short sounds</p> <p>I can control the tempo of my singing.</p> <p>I can follow simple instructions about how and when to sing. e.g. getting louder, slowing down.</p> | <p>I can take part in singing songs following the melody well and showing an understanding of simple structures such as 'verse /chorus/verse' and 'call and response'.</p> <p>I can show the shape of a melody with my hand as I sing and follow this showing a developing vocal control.</p>                                      | <p>I can sing with accurate pitch and using expression</p>   | <p>I understand the importance of pronouncing the words well in a song</p> <p><input type="checkbox"/> I can maintain my own part in rounds and part songs</p>  | <p><input type="checkbox"/> I can perform songs with an awareness of the meaning of the words</p> <p><input type="checkbox"/> I hold my part in a round</p> | <p>I can sing with confidence, expression and in tune</p> <p><input type="checkbox"/> I can sing harmony parts confidently and accurately</p> <p><input type="checkbox"/> I can maintain my own part with an awareness of what others are singing</p> |
| Singing Vocabulary | A range of timbres of voice; speaking, singing, whispering, quiet, loud, low growly, high squeaky.  | Different vocab timbres, slide, jump, match my voice, echo, call and response, pitch, verse, chorus   |  | Verse, chorus, bridge, intro, outro, ostinato, pitch, round, diction, harmony, phrase  |   |   |   |
| Playing            | <p>I can follow a conductor when playing instruments with increasing control.</p> <p>I can follow simple pictures or pictorial symbols when playing instruments</p> <p>I can begin to play instruments in time to a steady beat.</p> <p>I enjoy playing a range of tuned and untuned instruments, recognising that they make different sounds</p> | <p>I can play tuned and untuned instruments with control following a conductor's signals or written pictorial notation</p> <p>I can control long and short sounds using instruments.</p> <p>I can tap rhythms to accompany words, eg tapping the syllables of names/topic words</p>   | <p>I can begin to use some traditional note values (quavers, crotchets, one beat rest) to play rhythms</p> <p>I can demonstrate an understanding of the 'Inter-Related Dimensions' of music when playing tuned or untuned instruments alone and as part of a group</p> <p>I can use success criteria to listen to and appraise</p> | <p><input type="checkbox"/> I can perform with others, taking instructions from the leader</p> <p><input type="checkbox"/> I can vary dynamics when working alone or with others</p> <p><input type="checkbox"/> I can read basic notations and play rhythms confidently</p> | <p><input type="checkbox"/> I can read and play rhythms and melodies accurately from standard western notation</p> <p><input type="checkbox"/> I can play notes on instruments with care and the correct technique so that they sound clear</p> | <p>I can perform confidently as part of a group using a range of different instruments</p>  | <p>I can perform alone or in a group with clear musical qualities</p> <p>I can maintain my own part with an awareness of what others are playing</p>  |



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|                      | and that they can be played in different ways e.g. tapping, scrapping or shaking.<br><br>I can recognise the different sounds that instruments make when they are out of sight                  | I can follow the simplified musical notation of 'black blobs' to follow simple recorded rhythmic patterns.<br><br>I can play instruments in time to a steady beat  | the music of others and myself.  |  |   |   |  |
| Playing Vocabulary   | Loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly             | Loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) beat, rhythm, rhythm words ('ta' 'tete' two'), symbol, rhythm notation; crotchets, quavers, rest, stave    |  | Dynamics (forte/piano), tempo, pitch, duration, timbre, melody, beat and rhythm terminology related to key project words (e.g. Pharaoh), crotchet, quaver, minim, rest, treble clef, chords, score   |   |   |  |
| Composing            | I can follow a teacher's lead to create music based on a theme using a range of untuned instruments<br><br>I can explore different ways to make sounds e.g. loudly, quietly, smoothly, jerkily. | I can choose instrumental sounds or sound makers to represent different things<br><br>I can use instruments to represent a narrative or character and to convey a certain mood demonstrating an understanding of the Inter-Related Dimensions of Music | I can demonstrate an understanding of simple musical structures such as ABA through my musical compositions<br><br>I can perform simple musical patterns and soundscapes and record it using graphic scores and other simple notations.<br><br>I can invent my own symbols to represent sounds and to arrange them to convey a simple narrative. | I can create layers of sounds using short musical patterns, rhythms and melodies   | I recognise how musical elements can be used together to create music                                   | I can create music which reflects given intentions<br>I can create music with an awareness of structure<br>I can use notation to record and create my music | I use a variety of different musical devices including melody, rhythm and chords in my compositions<br>I can use clear structures in my work<br>I know and use notations to record my work<br>I use my musical vocabulary to understand how best to combine musical elements |
| Composing Vocabulary | Loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly             | Loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) patterns, symbol, rhythm, high, low, middle, simple structures eg: ABA                                     |  | Dynamics (forte/piano), tempo, pitch, duration, timbre, melody, beat and rhythm terminology related to key project words (e.g. Pharaoh), crotchet, quaver, minim, rest, treble clef, chords, score, ostinato, layer, leitmotif, structure (ternary, rondo), jazz |   |   |  |
| Improvising          | I can make sounds imaginatively to represent ideas  | I can make sounds imaginatively to represent ideas demonstrating an understanding of the Inter-Related Dimensions of Music   | I can experiment with, create, select and combine sounds to fit a certain mood, character idea or event  |  | I can develop my improvisation using more difficult rhythms<br>I can improvise with clear melodic ideas | I can improvise with a clear sense of structure   | I can improvise with an awareness of different styles and genres   |



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|-------------------------------------|---|--|--|--|--|--|--|
| Improvising Vocabulary              | Loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly   | Loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) patterns, symbol, rhythm, high, low, middle, simple structures eg: ABA   |  | Melody, pitch, timbre, rhythm, dynamics, chords  |  |  |  |
| Listening and responding            | <p>I can show enjoyment and preferences when listening to a range of live and recorded music.</p> <p>I can combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing.</p> <p>I can begin to move in time to the pulse of the music.</p> <p>I can physically respond to changes in the music, e.g jumps in response to loud/sudden changes in the music.</p> <p>I can begin to copy simple, repeating clapping patterns sometimes keeping in time to a steady beat.</p> <p>I can copy simple repeating body movements to correspond to patterns within recorded or live music.</p> | <p>I can show enjoyment and explain my preferences when listening to a range of live and recorded music</p> <p>I can keep in time to a steady beat through a range of copied actions such as clapping, tapping and marching.</p> <p>I can physically respond to changes in the music and explain how it has changed</p> <p>I can listen carefully and respond to repeated parts of the music that a teacher has identified showing their recognition of such features.</p> <p>I can explain how a piece of music makes them feel e.g. sad, excited.</p> <p>I can respond to live or recorded music through drawing or painting and be able to explain my responses</p> | <p>I can use success criteria to listen to and appraise the music of others and themselves</p> <p>I can listen attentively to a range of live and recorded music and begin to use simple music vocabulary of the 'Inter-Related Dimensions' to justify their preferences.</p> <p>I can keep in time to a steady beat through a range of actions and to be able to create their own repeating patterns using body percussion and movement.</p> <p>I can use music vocabulary to explain features and changes in live and recorded music that a teacher has identified</p> <p>I can respond to live or recorded music through drawing or painting and be able to explain my responses using music vocabulary</p> | <p>☐ I can recognise different layers in the Music</p> <p>☐ I understand how sounds can be made and changed to suit a situation</p> <p>☐ I know that music can be played or listened to for a variety of purposes (including throughout history and in different cultures)</p> | <p>☐ I can describe music using musical vocabulary</p> | <p>I can describe my music using musical words and I use this to identify strengths and weaknesses in my own and others' music</p> | <p>☐ I understand the different cultural meanings and purposes of music.</p> <p>☐ I know that music can be played or listened to for a variety of purposes, including throughout history and in different cultures</p> |
| Listening and Responding Vocabulary | Loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly   | Loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, high, low, getting higher, getting lower, names of well known instruments, relating what they hear to pictures, characters, moods, emotions  |  | Tempo, dynamics, structure, pitch, orchestral families and names of instruments, Italian terms (e.g. forte, piano, lento)  |  |  |  |

