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| **ALL SAINTS UPTON PROGRESSION GRID MUSIC** | | | | | | | | | | | | | | | | |
| **RECEPTION** | **Me and My World!**  Listen attentively, move to and talk about music, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Sing a range of well-known nursery rhymes and songs. | | | **Growth and Change**  Explore and engage in music making and dance, performing solo or in groups. Create collaboratively sharing ideas, resources and skills. | | | | | | **Creatures Great and Small**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. | | | | | | |
| **SKILLS** | Pitch | Duration | Dynamics | Tempo | Timbre | | | | Texture | Structure | | Listening | | | | Creating |
| **YEAR 1** | I can identify high and low sounds. | I can respond to sounds of different duration.  I can recognise the difference between long and short sounds | I can differentiate between loud sounds, quiet sounds and silence. | I can identify the differences between fast and slow tempos. | I can recognise the difference between singing and speaking.  I can recognise the difference between wood, metal, skin *(drum)* and ‘shaker’ sounds.  I can match selected sounds with their pictured source. | | | | I can recognise a song with an accompaniment and one without accompaniment. | I can recognise that the sections of a piece of music sound the same or different. | | I can listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.  I can experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).  I know how music is used for particular purposes | | | | I can experiment with & create musical patterns.  I can explore, choose and organise sounds and musical ideas.  I can explore and express my ideas and feelings about music using movement, dance and expressive and musical language  I can make improvements to my own work. |
|  | **ALL SAINTS UPTON PROGRESSION GRID MUSIC** | | | | | | | | | | | | | | | |
| **SKILLS** | Pitch | Duration | Dynamics | Tempo | Timbre | | | | Texture | Structure | | Listening | | | | Creating |
| **YEAR 2** | I can identify high and low sounds. | I can copy simple patterns of sound of long and short duration.  I can recognise the difference between steady beat and no beat.  I can identify similar rhythmic patterns. | I can differentiate between loud sounds, quiet sounds and silence. | I can identify the tempo of music as fast, moderate, slow, getting faster or getting slower. | I can explore the different kinds of sound that my singing and speaking voice can make.  I can identify different voices by their vocal qualities.  I can use sound words or phrases to describe selected sounds and the ways in which they are produced. | | | | Determine one strand of music or more than one strand. | I can recognise that the sections of a piece of music sound the same or different. | | I can listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.  I can experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).  I know how music is used for particular purposes | | | | I can experiment with & create musical patterns.  I can explore, choose and organise sounds and musical ideas.  I can explore and express my ideas and feelings about music using movement, dance and expressive and musical language  I can make improvements to my own work. |
|  | **ALL SAINTS UPTON PROGRESSION GRID MUSIC** | | | | | | | | | | | | | | | |
| **SKILLS** | Pitch | Duration | Dynamics | Timbre | | Structure | | | Listening | | Creating | | | Performing | Knowledge and Understanding | |
| **YEAR 3** | * I can determine upwards and downwards direction in listening, performing and moving. * I can recognise and imitate melody patterns in echoes. * I can perform simple melody patterns. | * I can indicate the steady beat by movement, including during a silence. * I can respond to changes in the speed of the beat. | * I can recognise differences in dynamic levels. | * I can describe and aurally identify the tone colours of instruments. | | * I can recognise call and response form.   I can differentiate between the contrasting sections of a song | | | * I can listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. * I can experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. | | * I can improvise and develop rhythmic and melodic material when performing.   I can explore, choose, combine and organise musical ideas within musical structures. | | | * I can sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. * I can play tuned and untuned instruments with control and rhythmic accuracy. * I can practise, rehearse and present performances with an awareness of the audience. | * I can analyse and compare sounds. * I can explore and explain my own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. * I can improve my own and others' work in relation to its intended effect. * I can use and understand staff and other musical notations.   Develop an understanding of the history of music. | |
| Tempo | Texture | |
| * I can identify the differences between fast and slow tempos. | * I can recognise the difference between thick *(many sounds)* and thin *(few sounds)* textures. * I can recognise changes in texture. | |
|  | **ALL SAINTS UPTON PROGRESSION GRID MUSIC** | | | | | | | | | | | | | | | |
| **SKILLS** | Pitch | Duration | Dynamics | Timbre | Structure | | | | Listening | | Creating | | Performing | | Knowledge and Understanding | |
| **YEAR 4** | * I can show the overall contour of melodies as moving upwards, downwards or staying the same.   I can determine movement by step, by leaps or by repeats   * I can perform simple melody patterns. | * I can respond to the strong beats whilst singing. * I can use instruments to keep a steady beat.   I can hold a beat against another part. | * I can recognise differences in dynamic levels. | * I can compare instrumental tone colour. | * I can recognise the difference between the verse and refrain of a song.   I can recognise binary *(one melody labeled ‘A’ is followed by a new melody labeled ‘B’ = AB melody form)* and ternary *(one melody labeled ‘A’ is followed by a new melody labeled ‘B’ which then goes back to melody A = ABA melody form)* form. | | | | * I can experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.   I know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). | | * I can improvise and develop rhythmic and melodic material when performing.   I can explore, choose, combine and organise musical ideas within musical structures. | | * I can sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. * I can play tuned and untuned instruments with control and rhythmic accuracy. * I can practise, rehearse and present performances with an awareness of the audience. | | * I can analyse and compare sounds. * I can explore and explain my own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. * I can improve my own and others' work in relation to its intended effect. * I can use and understand staff and other musical notations.   Develop an understanding of the history of music. | |
| Tempo | Texture |
| I can identify the tempo of music as fast, moderate, slow, getting faster or getting slower. |  I can identify the melodic line in a texture.   I can recognise rhythm on rhythm in music.   I can recognise the difference between unison (one same pitched sound) and harmony (various pitched sounds at the same time). |
|  | **ALL SAINTS UPTON PROGRESSION GRID MUSIC** | | | | | | | | | | | | | | | |
| **SKILLS** | Pitch | Duration | Dynamics | Timbre | Structure | | Listening | | | Creating | | | | Performing | Knowledge and Understanding | |
| **YEAR 5** | * I can identify short phrases and long phrases. * I can identify the prominent melody patterns in a piece of music. | * I can perform rhythmic patterns and ostinati *(repeated melody lines).* * I can identify a silence in a rhythmic pattern with a gesture. * I can create rhythmic patterns including silences and notate. | * I can recognise crescendo *(gradually getting louder)* and diminuendo *(grad. getting quieter).* | * I can identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. | * I can identify binary and ternary form from notational devises. * I can identify binary and ternary form when listening. * I can identify rondo (a form which always returns back to the first ‘A’ melody line e.g. ABACADAE etc) form. | | * I can listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. * I can experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. | | | * I can improvise and develop rhythmic and melodic material when performing.   I can explore, choose, combine and organise musical ideas within musical structures. | | | | * I can sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. * I can play tuned and untuned instruments with control and rhythmic accuracy. * I can practise, rehearse and present performances with an awareness of the audience. | * I can analyse and compare sounds. * I can explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. * I can improve their own and others' work in relation to its intended effect. * I can use and understand staff and other musical notations.   I can develop an understanding of the history of music. | |
| Tempo | Texture |
| * I can identify the differences between fast and slow tempos. | * I can understand the process by which a round *(one melody, sung/played by groups starting at different times e.g. ‘London’s Burning’)* works. * I can identify the various and varying textures in a round. |
|  | **ALL SAINTS UPTON PROGRESSION GRID MUSIC** | | | | | | | | | | | | | | | |
| **SKILLS** | Pitch | Duration | Dynamics | Timbre | Structure | | | Listening | | | Creating | | | Performing | Knowledge and Understanding | |
| **YEAR 6** | * I can improvise a melodic pattern. * I can improvise a melody. | * I can indicate strong and weak beats through movements. * I can recognise a metre *(the way beats are grouped)* of 3 or 4. * Recognise a change in metre. | I can assess the appropriateness of dynamic choices such as accents *(sudden loud notes, or sudden quiet notes.* | * I can recognise the instruments heard in a piece of music. | * I can identify binary and ternary form from notational devises. * I can identify binary and ternary form when listening. * I can identify rondo (a form which always returns back to the first ‘A’ melody line e.g. ABACADAE etc) form. | | | * I can experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.   I know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). | | | * I can improvise and develop rhythmic and melodic material when performing.   I can explore, choose, combine and organise musical ideas within musical structures. | | | * I can sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. * I can play tuned and untuned instruments with control and rhythmic accuracy. * I can practise, rehearse and present performances with an awareness of the audience. | * I can analyse and compare sounds. * I can explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. * I can improve their own and others' work in relation to its intended effect. * I can use and understand staff and other musical notations.   I can develop an understanding of the history of music. | |
| Tempo | Texture |
| I can identify the tempo of music as fast, moderate, slow, getting faster or getting slower. | * I can show how rounds and canons *(*are constructed.   I can understand how the texture might vary in a song. |