

Baldwins Gate Primary School

Music Knowledge & Skills Progression

(Amended Autumn 2021 in response to the Model Music Curriculum)

Year	Performing	Composing/Improvising	Listening and Understanding Music	Vocabulary
One	<p>I can explore and make different sounds with my body, voice and instruments.</p> <p>I can copy, say, sing, clap and play simple rhythms.</p> <p>I can Keep a pulse and pass a pulse or simple rhythm on.</p> <p>I can chant and sing rhymes in unison beginning to sing in pitch, using step movement and intervals of a 2nd/3rd.</p> <p>I can sing pentatonic and call and response songs.</p> <p>I can sing with developing control and awareness of pulse, tempo, duration and dynamics.</p> <p>I can start and stop in response to visual cues.</p> <p>I can play rhythms on un-tuned percussion</p>	<p>I can add sound effects to a story or poem using my body, voice or instruments.</p> <p>I can explore and identify a range of sound sources in response to a specific theme.</p> <p>I can read from and respond to a graphic score.</p> <p>I can invent my own symbols.</p> <p>I can improvise Q and A rhythms.</p>	<p>I can respond to music through movement.</p> <p>I can talk about how the music makes you feel and why.</p> <p>I can describe music and sounds in simple terms.</p>	<p>SOUND</p> <p>RHYTHM</p> <p>PULSE</p> <p>HIGH/LOW</p> <p>FAST/SLOW</p> <p>LONG/SHORT</p> <p>LOUD/SOFT</p>
Two	<p>I can show that I am aware of correct posture when singing.</p> <p>I can sing simple melodic shapes and patterns with variations in pitch including 2nds/3rds/4ths.</p>	<p>I can begin to recognise that a piece of music can describe a mood, character or story.</p> <p>I can use simple rhythmic and melodic patterns to develop a sequence of sounds which form the structure of a short descriptive piece with a clear beginning, middle and end.</p>	<p>I can begin to recognise how sounds are produced.</p> <p>I can recognise and match sounds with mood.</p> <p>I can make suggestions for improvement in my own and group compositions.</p>	<p>SOUND EFEFCTS</p> <p>MELODY</p> <p>PITCH</p> <p>PULSE</p> <p>RHYTHM</p> <p>TEMPO</p>

	<p>I can sing songs with variations in tempo and dynamics in tune, with a strong sense of pulse. I can sing my own part in a simple two part round. I can understand the difference between pulse and rhythm. I can play simple rhythms on un-tuned percussion instruments whilst maintaining a steady pulse. I can perform songs on some tuned percussion – chime bars and boom whackers I can play a simple melody/drone on a tuned percussion instrument whilst maintaining a steady pulse. I can maintain a simple ostinato accompaniment, (reading from at least 3 pitched dots) as part of a group performance. I can respond to changes in tempo or dynamics.</p>	<p>I can begin to recognise contrasts in tempo and dynamics in a simple composition. I can begin to record my composition using simple graphic/dot notation including crotchets, quavers and their rests.</p>	<p>I can begin to recognise changes in dynamics, (including crescendo/de-crescendo) pitch and tempo (including 2 and 3 time.) I can describe music using musical elements.</p>	<p>ROUND MOOD PATTERNS SEQUENCE CONTRASTS COMPOSITION DYNAMICS</p>
<p>Three</p>	<p>I can begin to develop the confidence to sing rhythmically and expressively. I can recognise and sing melodic shapes and patterns (including intervals of up to 5th) responding to changes in articulation. I can maintain a second part in a vocal or instrumental piece. I can maintain a pulse whilst playing a 4-bar rhythm. I can respond to changes in tempo and dynamics including P and F. I can begin to understand and use basic notation. I can play simple pieces from memory. I can begin to develop an awareness of other performers. I can perform with confidence on the Glockenspiel</p>	<p>I can work as a pair or in a group to choose, order, combine and control instruments to depict a mood, character or story. I can contribute to a group composition which has a definite start, middle and end. I can develop playing techniques to enhance short musical phrases including on my class instrument. I can combine musical elements to improve upon short musical phrases. I can maintain my own part in a group composition. I can record a short composition using stave notation including semibreves, minims, crotchets and quavers – using different titles; walk, running and stride I can improvise on the spot using at least 3 notes. I can set words to music.</p>	<p>I can describe how texture is created using a graphic score. I can begin to recognise and identify instruments being played. I can recognise that musical elements can be combined and used expressively. I can recognise different metres including 2, 3, 4. I can make constructive comments on my own and others' music. I can compare and discuss different performances of the same piece of music.</p>	<p>AS ABOVE EXPRESSION MELODIC SHAPE 2-PART VOCAL INSTRUMENTAL NOTATION CHARACTER START, MIDDLE, END TECHNIQUE MUSICAL ELEMENTS METERS OSTINATO LYRICS</p>
<p>Four</p>	<p>I can sing songs from memory whilst applying greater attention to control and pronunciation.</p>	<p>I can construct a piece using a simple Binary AB or ABA structure.</p>	<p>I can recognise simple structures in the music that is being performed or listened to, including moving and static parts.</p>	<p>AS ABOVE CONTROL PRONUNCIATION</p>

	<p>I can sing via reading conventional staff notation involving intervals of up to an octave with greater leaps.</p> <p>I can sing up to 3 parts with increasing awareness of what others are singing and how this impacts on the audience.</p> <p>I can perform rhythmic and melodic ostinatos with control whilst demonstrating an awareness of what others are playing.</p> <p>I can demonstrate an increasing awareness of how the interrelated dimensions of music affect the performance.</p> <p>I can read from conventional staff notation.</p> <p>I can perform confidently on the Ukulele</p>	<p>I can combine and control musical elements with a developing awareness of texture and timbre.</p> <p>I can improvise on my class instrument.</p> <p>I can compose pentatonic tunes using a time signature, minims, crotchets, quavers and their rests – using different titles; walk, running and stride</p> <p>I can experiment with major and minor chords.</p> <p>I can add my own words to a well-known tune.</p>	<p>I can recognise that musical elements can be combined to create an effect.</p> <p>I can recognise different metres including 2,3,4.</p> <p>I can make constructive comments on my own and others' music.</p> <p>I can describe music using appropriate musical vocabulary/musical elements.</p>	<p>STAFF NOTATION</p> <p>3-PART</p> <p>IMPACT</p> <p>AUDIENCE</p> <p>INTER-RELATED</p> <p>DIMENSIONS</p> <p>AB/ABA STRUCTURE</p> <p>TEXTURE</p> <p>TIMBRE</p>
Five	<p>I can demonstrate an awareness of the need for good posture, breathing and diction whilst singing.</p> <p>I can sing with greater expression, adhering to phrasing and controlling dynamic changes, (including FF, PP, MF, MP)</p> <p>I can maintain a 3rd part in a round reading from conventional staff notation.</p> <p>I can explain how the interrelated dimensions of music affect the singing performance and have an impact on the audience.</p> <p>I can play more complex rhythmic and melodic ostinatos reading from conventional staff notation.</p> <p>I can maintain a 3rd part in an instrumental piece on a Brass instrument</p> <p>I can play a well-known tune by ear and perform it as a solo.</p>	<p>I can make up simple chants and rhymes to compose new songs.</p> <p>I can improvise over a drone and create melodic phrases.</p> <p>I can construct a more complex piece with a Ternary ABC structure, including an Intro/Outro.</p> <p>I can use conventional staff notation to record my composition including semi-quavers and harmony.</p> <p>I can use ICT to manipulate sounds.</p> <p>I can understand Triads and compose using the keys of C Major/A Minor.</p> <p>I can use chords in a piece inspired by a specific theme.</p>	<p>I can recognise more complex structures in music being performed or listened to, including Rondo, Variation, 12 bar blues and canon.</p> <p>I can make constructive comments on my own and others' music.</p> <p>I can discuss music in objective and subjective terms using musical vocabulary.</p> <p>I can recognise how music reflects its purpose, place and time.</p>	<p>AS ABOVE</p> <p>POSTURE</p> <p>BREATHING</p> <p>DICTION</p> <p>CONVENTIONAL</p> <p>STAFF NOTATION</p> <p>SOUND</p> <p>MANIPULATION</p> <p>OBJECTIVE</p> <p>SUBJECTIVE</p> <p>INSTRUMENTATION</p> <p>HISTORICAL</p> <p>CULTURAL</p> <p>SOCIAL</p>
Six	<p>I can recognise and explain the need for good posture, breathing and diction whilst singing.</p> <p>I can confidently maintain a 3rd or 4th part whilst singing.</p> <p>I can read conventional staff notation showing an awareness of dynamics.</p>	<p>I can work with a partner to compose lyrics for new songs in response to a variety of stimuli.</p> <p>I can compose a rhythm/melody for the song using conventional staff notation in the key of G Major/E Minor.</p> <p>I can construct a piece with a simple Rondo, Variation or Twelve Bar Blues structure using different scale patterns.</p>	<p>I can recognise how music reflects its purpose, place and time.</p> <p>I can describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>I can make constructive comments about my own and others' music.</p>	<p>AS ABOVE</p> <p>4 PART</p> <p>RONDO</p> <p>VARIATION</p> <p>TWELVE BAR BLUES</p> <p>SCALE PATTERNS</p> <p>CONSTRUCTIVE</p> <p>CRITICISM</p>

	<p>I can explain how the interrelated dimensions of music affect a performance and its impact on the audience.</p> <p>I can perform increasingly more complex rhythmic and melodic ostinatos which include syncopation with confidence on the Recorder and within a Samba Band</p>	<p>I can include chord changes, a bassline and repeats.</p> <p>I can explain how my choice of instrumentation and playing techniques reflect the genre and mood within a group composition.</p> <p>I can improvise an 8-12 bar phrase over a fixed ostinato.</p>	<p>I can recognise more complex structures in music.</p> <p>I can accurately describe and appraise music using more specific vocabulary.</p> <p>I can recognise and describe music of different styles and genres.</p>	<p>APPRAISE OBJECTIVE SUBJECTIVE STYLE GENRE</p>
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