

Music Progression Document

Area	KS1	3	4	5	6
Listening and Responding	<p>-I can experiment with changing sounds and notice a result.</p> <p>-I can respond to different moods in music and recognise changes in sounds.</p> <p>-I can identify simple repeated patterns and follow musical instructions.</p> <p>- I can say what I like about singing and playing music.</p>	<p>- I can say what I like about making music – playing, changing and combining sounds.</p> <p>- I can describe some basic musical features of the music I have listened too (high, low, loud, soft, fast, slow).</p> <p>- I can name some instruments when I hear them being played.</p> <p>- I listen carefully to a variety of live and recorded music and can join in and move to it, play, sing, make signs, mime, act or draw in response.</p> <p>I can make movements that represent sounds (e.g. move like a snake, grow like a tree in response to music).</p> <p>-When I listen to recordings of my own voice, other classroom sounds and musical instruments I can talk about them.</p>	<p>-I listen carefully to a variety of live and recorded music with good concentration.</p> <p>-I can make comments and suggestions about my own and other children’s work in music.</p> <p>-I can make statements about a piece of music I have listened and respond through sound-based and creative responses .</p> <p>- I can name common instruments.</p> <p>- After listening to a melody I can describe how the melody is shaped (pitch steps of leaps).</p>	<p>- I can listen carefully to live and recorded music from a widening range of influences.</p> <p>-I can make statements and observations about the music through discussing the interrelated dimensions.</p> <p>- I can make sensible comments about own and others’ work, suggesting ways to improve it.</p> <p>- I am developing an increasing understanding of the context and history of music.</p> <p>-I can understand how the interrelated dimensions of music can be used to create different moods and effects.</p>	<p>- I listen carefully to and evaluate a range of live and recorded music from different traditions, genres, styles and times.</p> <p>-I can compare, describe and evaluate different kind of music using the interrelated dimensions.</p> <p>-I can listen to a piece of music and make suggestions for which period of music the piece came from and explain my reasoning for this.</p> <p>-I can give my opinions about my own and others’ music and justify this.</p> <p>-I can pick out strengths and weaknesses in my own and others work, I can make comments and justify these.</p>

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<p>Composition</p>	<ul style="list-style-type: none"> - I can create and choose sounds for a purpose. - I can compose my own short rhythmic phrase. - I can make suggestions for different sounds based on the task. 	<ul style="list-style-type: none"> -I can recognise and explore how sounds can be organised. -I can choose carefully and order sounds within simple structure such as beginning, middle, end and in response to given starting points. -I understand some basic musical features including: getting louder, softer, higher, lower, faster, slower. -I can suggest and try out my own ideas. - I can make music by choosing sounds and deciding a good order for them to create the mood or effect I want. -I can suggest symbols to represent sounds. 	<ul style="list-style-type: none"> -I can improvise repeated patterns. -I can represent sounds with symbols. - I try out different ways of making sounds with my voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.). -I can describe the quality of sounds and how they are made and combined. -I can repeat simple rhythms and melodies. -I can change and extend rhythm or melodies I can hear and make up my own. -I can use graphic notations which include signs to show the pitch I should sing or play. 	<ul style="list-style-type: none"> -I can explore changes to pitch, duration, dynamics, tempo, timbre, texture and structure. -I can make up music by organising musical ideas into simple structures which match my task (the context and purpose). -I can create simple rhythmic patterns, melodies and accompaniments using a particular structure, scales or set of notes etc. - I can talk about my composition ideas and give some reasons why I chose to use some musical ideas and rejected others. -As well as using invented symbols, I can use some symbols from standard Western notation (including rhythms e.g. crotchets, quavers and basic changes in pitch). -I can match short rhythmic patterns I hear (such as the rhythm of short verbal phrases) to music symbols. 	<ul style="list-style-type: none"> -I am creative when I experiment with voice, sounds, technology and instruments. -I use a variety of musical devices, timbres, textures and techniques learnt when creating and making music. -I can discuss the choices I have made. -I can create effective compositions (including ostinato, drones and pentatonic melodies) which show that I have an understanding of structure in music. -As well as using invented symbols, I can use some symbols from standard Western notation (including minims, semibreves, dotted and swung rhythms). - I can read the notation to clap, play and sing. -I can match symbols to patterns I hear.
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<p>Rehearsing and Performance</p>	<ul style="list-style-type: none"> - I think about others when performing. - I take turns fairly e.g. passing instruments and sharing. - I can join and stop as appropriate. 	<ul style="list-style-type: none"> -I can perform simple patterns keeping to a steady pulse. -I can follow and suggest simple musical instructions and actions. -I show good understanding of these through my movement, singing and playing (including: dynamics and tempo, beginnings and endings, adhering to ‘starts and stops’ - i.e. sound and silence). -When playing with a group, I share my ideas and listen to other children’s ideas. -I show that I am aware of the audience when performing. 	<ul style="list-style-type: none"> -I can perform rhythmically simple parts that use a small range of notes. -I can perform simple patterns and accompaniments keeping to a steady pulse. -I can stick to my own part (e.g. rhythm, ostinato, drone, simple part singing etc.) when playing or singing in a small group. - I take good notice of musical cues when singing or playing. - I can work cooperatively in a group or ensemble. -I can improve my own work. 	<ul style="list-style-type: none"> - I sing or play confidently and fluently, showing a good level of control and expression and maintaining an appropriate pulse. - My singing or playing shows music quality – including technical accuracy, clear starts and ends of pieces / phrases etc. - I can rehearse, sing and play a range of music as appropriate to the musical situation. - I can suggest, follow and lead simple performance directions. - When working with others, I listen to and show respect for other children’s work, ideas and suggestions. - I accept feedback and suggestions from others about my performances. 	<ul style="list-style-type: none"> - I maintain my own part when singing or playing in a group performance or rehearsal. - I work well in a group and show respect for other children by listening to their ideas and suggestions, adopting or adapting these to match the task. - I can sing or play music from a range of styles, genres, cultures and historical periods for different musical challenges. - My work in performance and rehearsal shows my increasing confidence, expression, skill and level of musicality. - I can take on different roles within an ensemble. -I make good use of rehearsals to develop musical quality by picking out areas which need improving and suggesting improvements. -I adjust my own part when working as a musician with others (e.g. being quieter or louder).
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<p>Musicianship</p>	<ul style="list-style-type: none"> -I can use my voice in different ways such as speaking, singing and chanting. -I can repeat short rhythmic and melodic patterns. -I can keep a steady pulse when clapping etc along to music. 	<ul style="list-style-type: none"> -I can sing with a sense of shape of melody. -I can pitch small intervals. -I can keep a steady pulse while clapping or playing a simple rhythm. - I can show (by movement, playing, singing) that I know the different between pulse and rhythm. 	<ul style="list-style-type: none"> -I can pitch small intervals accurately. -I can control breathing when I am singing. -I can recognise rhythmic patterns found in speech, e.g. saying /chanting names, counting syllables in names etc. 	<ul style="list-style-type: none"> -I can stick to my own part (e.g. rhythm, ostinato, drone, simple part singing etc) when playing or singing in a small group. -I sing with clear diction and mostly accurate tuning (sulfa). - I control breathing and sing with an appropriate tone. - I can sing and play confidently and fluently, showing a good level of control, and expression. - When I sing or play I maintain an appropriate pulse. - I think about my posture when I am playing or singing. 	<ul style="list-style-type: none"> -I can maintain my own part and be aware of how the different parts fit together to achieve an overall effect. -I can maintain a strong sense of pulse and I know when I or someone else is going out of time. - I play and sing with an appropriate tone, accurate tuning and good breath control. -My singing and playing shows that I have a sense of style within the music. - I maintain a good posture when playing or singing.
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