



Progression in Music @ Brockwell Junior School



ROCK AND POP



Brockwell Junior School Music Progression Map (Developed from LONDON BOROUGH BARKING AND DAGENHAM)

YEAR 2 MINIMUM EXPECTED STANDARDS By the end of Year 2 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE																														
<p>Using their voices:</p> <ul style="list-style-type: none"> Sing a variety of songs with more accuracy of pitch Sing words clearly and breathing at the end of phrases Convey the mood or meaning of the song Sing with a sense of control of dynamics(volume) and tempo (speed) Echo sing a short melodic phrases Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices Follow a leader (teacher)starting and stopping together <p>Using Instruments:</p> <ul style="list-style-type: none"> Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter Perform a repeated two note melodic ostinato to accompany a song Perform a rhythm accompaniment to a song Perform a sequence of sounds using a graphic score Work and perform in smaller groups Follow a leader (teacher)starting and stopping together Demonstrate some confidence in performing as a group and as an individual 	<p>Explore:</p> <ul style="list-style-type: none"> Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed Long and short sounds (rhythm – duration) The rhythm patterns of words and sentences Changes in pitch (higher and lower) Sequences of sound (structure) Sounds in response to a stimulus (visual or aural) How sounds can be manipulated to convey different effects and moods <p>Compose:</p> <ul style="list-style-type: none"> Short melodic phrases Short repeated rhythmic patterns (ostinati) Rhythm patterns from words A piece of music that has a beginning, middle and end (structure) Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups Music that conveys different moods <table border="1" data-bbox="730 758 1464 1125"> <thead> <tr> <th colspan="2" data-bbox="1025 767 1167 794">KEY WORDS</th> </tr> </thead> <tbody> <tr> <td data-bbox="763 799 891 826">PHRASE</td> <td data-bbox="1025 799 1328 826">Short section of a melody</td> </tr> <tr> <td data-bbox="763 831 891 858">SEQUENCE</td> <td data-bbox="1025 831 1234 858">One after another</td> </tr> <tr> <td data-bbox="763 863 891 890">OSTINATO</td> <td data-bbox="1025 863 1361 916">Short repeated rhythmic pattern or melodic shapes</td> </tr> <tr> <td data-bbox="763 920 891 948">DRONE</td> <td data-bbox="1025 920 1406 973">Continuous or repeated pitch or pitches</td> </tr> <tr> <td data-bbox="763 978 958 1005">GRAPHIC SCORE</td> <td data-bbox="1025 978 1312 1031">Notation using pictures or symbols</td> </tr> <tr> <td data-bbox="763 1035 913 1062">STEADY BEAT</td> <td data-bbox="1025 1035 1167 1062">Regular pulse</td> </tr> <tr> <td data-bbox="763 1067 958 1094">RHYTHM PATTERN</td> <td data-bbox="1025 1067 1283 1120">A group of long and short sounds</td> </tr> </tbody> </table>	KEY WORDS		PHRASE	Short section of a melody	SEQUENCE	One after another	OSTINATO	Short repeated rhythmic pattern or melodic shapes	DRONE	Continuous or repeated pitch or pitches	GRAPHIC SCORE	Notation using pictures or symbols	STEADY BEAT	Regular pulse	RHYTHM PATTERN	A group of long and short sounds	<p>Listening and appraising</p> <ul style="list-style-type: none"> Listen with increased concentration Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds Recognise how sounds are made – tapping, rattling, scraping, blowing etc Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre) Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly) <table border="1" data-bbox="1464 799 2154 1150"> <thead> <tr> <th colspan="2" data-bbox="1697 809 1921 836">MUSICAL ELEMENTS</th> </tr> </thead> <tbody> <tr> <td data-bbox="1480 841 1547 868">PITCH</td> <td data-bbox="1653 841 2101 868">High, low, getting higher, getting lower</td> </tr> <tr> <td data-bbox="1480 904 1608 932">DYNAMICS</td> <td data-bbox="1653 904 2085 932">Loud, quiet, getting louder or quieter</td> </tr> <tr> <td data-bbox="1480 936 1559 963">TEMPO</td> <td data-bbox="1653 936 2040 963">Fast, slow, getting faster or slower</td> </tr> <tr> <td data-bbox="1480 968 1603 995">STRUCTURE</td> <td data-bbox="1653 968 2033 1021">Phrases of a song, overall plan of a piece of music</td> </tr> <tr> <td data-bbox="1480 1026 1563 1053">TIMBRE</td> <td data-bbox="1653 1026 2130 1110">The tone quality of the sound i.e. smooth scratchy, heavy, light, cold, warm, dull, bright.</td> </tr> <tr> <td data-bbox="1480 1115 1599 1142">DURATION</td> <td data-bbox="1653 1115 2063 1142">Long and short sounds, beat, rhythm</td> </tr> </tbody> </table>	MUSICAL ELEMENTS		PITCH	High, low, getting higher, getting lower	DYNAMICS	Loud, quiet, getting louder or quieter	TEMPO	Fast, slow, getting faster or slower	STRUCTURE	Phrases of a song, overall plan of a piece of music	TIMBRE	The tone quality of the sound i.e. smooth scratchy, heavy, light, cold, warm, dull, bright.	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YEAR 3 MINIMUM EXPECTED STANDARDS

By the end of year 3 most pupils should be able to:

PERFORM (Singing /Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> Sing songs in a variety of styles with confidence, singing an increasing number from memory Show increasing accuracy of pitch and awareness of the shape of a melody. Imitate increasingly longer phrases with accuracy With an awareness of the phrases in a song Understand that posture, breathing and diction are important. Demonstrate an awareness of character or style in performance. Chant or sing a round in two parts Sing songs with a recognised structure (verse and chorus/ call and response) <p>Using instruments:</p> <ul style="list-style-type: none"> Keep a steady beat on an instrument in a group or individually Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat Use tuned percussion with increasing confidence Copy a short melodic phrase by ear on a pitched instrument Play using symbols including graphic and / or simple traditional notation Follow simple hand directions from a leader Perform with an awareness of others Combine musical sounds with narrative and movement <p>Perform a composed piece to a friendly audience, as a member of a group or class</p>	<p>Explore:</p> <ul style="list-style-type: none"> Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices. Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) Symbols to represent sound (graphic scores / traditional notation) The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods The different sounds (timbres) that one instrument can make How the musical elements can be combined to compose descriptive music <p>Compose:</p> <ul style="list-style-type: none"> Words and actions to go with songs A simple rhythmic accompaniment to go with a song, using ostinato patterns Music that has a recognisable structure; Beginning, Middle and End or verse/chorus Music that tells a story, paints a picture or creates a mood Music that uses repetition / echo <p>KEY WORDS STEADY BEAT RHYTHM OSTINATO</p> <p>PITCH PHRASE REPETITION</p> <p>MUSICAL SYMBOLS</p>	<p>Listening, reflecting and appraising:</p> <ul style="list-style-type: none"> Listen with concentration to longer pieces / extracts of music Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> a steady beat / no steady beat a specific rhythm pattern or event the speed (TEMPO) of the music the volume (DYNAMICS) the melody using appropriate musical terms/language Identify common characteristics Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) Identify repetition in music ie a song with a chorus Recognise aurally wooden, metal, skin percussion instruments and begin to know their names Listen to their own compositions and use musical language to describe what happens in them <p>MUSICAL ELEMENTS</p> <p>DURATION Beat (pulse), rhythm, longer, shorter, sustained</p> <p>TEXTURE Layering of sounds</p> <p>TEMPO Steady, faster, slower</p> <p>DYNAMICS Louder, quieter</p> <p>STRUCTURE Beginning, middle, end, repetition</p> <p>PITCH Notes moving by step/leap</p> <p>TIMBRE Sound quality of individual instruments</p>
<p>Ten weeks of Music Hub 'Toots' followed by performance. Eight Weeks of expert tuition Perform & Sing (IJ)</p>		<p>Year Group Music Plans including BBC TEN PIECES, BBC KS2 Music within Class Appraisal.</p>

YEAR 4 MINIMUM EXPECTED STANDARDS

By the end of Year 4 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context) Sing two/three part rounds with more confidence and increasing pitch accuracy Sing confidently as part of a small group or solo being aware of posture and good diction. Copy short phrases and be able to sing up and down in step independently. <p>Using instruments:</p> <ul style="list-style-type: none"> Maintain two or more different ostinato patterns in a small instrumental group against a steady beat Play music that includes RESTS Use tuned percussion instruments with increasing confidence to accompany songs and improvise Play by ear – find known phrases or short melodies using tuned instruments Play music in a metre of two or three time Read and play from some conventional music symbols Combine instrumental playing with narrative and movement Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. Perform to an audience of adults, an assembly or other classes with increasing confidence. 	<p>Explore:</p> <ul style="list-style-type: none"> Sounds to create particular effects (timbre) Rhythm patterns in music from different times and places (duration) The pentatonic scale Pitched notes that move by steps and/ or leaps to make short phrases/melodies Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc Combining and controlling sounds to achieve a desired effect Music that incorporates effective silences (rests) Different groupings of beats (metre of 2/3) <p>Compose:</p> <ul style="list-style-type: none"> A simple rhythmic accompaniment to a song using ostinato patterns and drones A simple melody from a selected group of notes (i.e. a pentatonic scale) Music that has a recognisable structure A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience <p>• Use a range of ICT to sequence, compose, record and share work KEY WORDS</p> <p>OSTINATO DRONE REPETITION METRE RESTSTEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION</p>	<p>Listening, Reflecting and Appraising:</p> <ul style="list-style-type: none"> Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre) Recognise music from different times and countries identifying key elements that give it its unique sound. Identify repeated rhythmic or melodic phrases in live or recorded music Identify whether a song has a verse/chorus or call and response structure Identify the use of metre in 2 or 3 in a piece of recorded or live music Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. <p>MUSICAL ELEMENTS</p> <p>DURATION Metre – the organisation of beats TEXTURE Layers of sound TIMBRE Different instruments/ tone quality PITCH Pentatonic scales STRUCTURE Repetition, verse chorus / call and response, plan METRE The organisation of beats into groups TEMPO The speed of the music</p>
<p>Ten Weeks of Music Hub 'Bamboo Tamboo' followed by performance Ten weeks of Sing & Perform with expert tuition (IJ) followed by performance</p>		<p>Year Group Music Plans including BBC TEN PIECES, BBC KS2 Music within Class Appraisal.</p>

YEAR 5 MINIMUM EXPECTED STANDARDS

By the end of year 5 most pupils should be able to:

PERFORM(Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing confidently in a wide variety of styles with expression • Communicate the meaning and mood of the song • Sing a simple second part of a two part song with confidence • Maintain own part in a round • Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion <p>Using instruments:</p> <ul style="list-style-type: none"> • Perform on a range of instruments in mixed groups to an audience, with confidence • Read and play with confidence from conventional or graphic notation • Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. • Perform with sensitivity to different dynamics, tempi • Lead/conduct a group of instrumental performers • Maintain a rhythmic or melodic accompaniment to a song • Maintain own part on a pitched instrument in a small ensemble • Perform own compositions to an audience • Use an mp3 recoder/video recorder to keep a record of work in progress and record performances. <p>Know what makes a good performance</p>	<p>Explore:</p> <ul style="list-style-type: none"> • Chords / harmony – concord and discord • Scales, such as PENTATONIC, RAG, BLUES • Texture created by layering rhythmic and/or melodic ostinatos • Developing ideas, using musical devices such as repetition, question and answer, ostinato. • Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc • Improvising in a variety of styles <p>Compose / Arrange: (Always considering the musical elements)</p> <ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of the words • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment • Refine own compositions after discussion • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions <div data-bbox="757 1002 1391 1193" style="border: 1px solid black; padding: 5px;"> <p>KEY WORDS RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION, RECORD, ICT</p> </div>	<p>Listening, Reflecting and Appraising</p> <ul style="list-style-type: none"> • Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation • Identify and discuss 'what happens when' within simple musical structures • Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music • Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences • Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions • Use musical vocabulary and knowledge to help identify areas for development or refinement when composing <div data-bbox="1464 911 2141 1114" style="border: 2px solid black; padding: 10px;"> <p>MUSICAL ELEMENTS</p> <p>DURATION (beat, rhythm, metre) PITCH(melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</p> </div>

Ten Weeks Music Hub 'Ready to Rock followed by performance
Ten weeks expert tuition (1J) Sing & Perform

Year Group Music Plans including BBC TEN
PIECES, BBC KS2 Music within Class
Appraisal.

YEAR 6 MINIMUM EXPECTED STANDARDS

By the end of Year 6 most pupils should be able to:

PERFORM(Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing confidently in a wide variety of styles with expression • Communicate the meaning and mood of the song • Sing a simple second part of a two part song with confidence • Maintain own part in a round • Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion <p>Using instruments:</p> <ul style="list-style-type: none"> • Perform on a range of instruments in mixed groups to an audience, with confidence • Read and play with confidence from conventional or graphic notation • Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. • Perform with sensitivity to different dynamics, tempi • Lead/conduct a group of instrumental performers • Maintain a rhythmic or melodic accompaniment to a song • Maintain own part on a pitched instrument in a small ensemble • Perform own compositions to an audience • Use an mp3 recoder/video recorder to keep a record of work in progress and record performances. <p>Know what makes a good performance</p>	<p>Explore:</p> <ul style="list-style-type: none"> • Chords / harmony – concord and discord • Scales, such as PENTATONIC, RAG, BLUES • Texture created by layering rhythmic and/or melodic ostinatos • Developing ideas, using musical devices such as repetition, question and answer, ostinato. • Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African etc • Improvising in a variety of styles <p>Compose / Arrange: (Always considering the musical elements)</p> <ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of the words • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment • Refine own compositions after discussion • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions <div data-bbox="757 1015 1391 1203" style="border: 1px solid black; padding: 5px;"> <p>KEY WORDS RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION , RECORD, ICT</p> </div>	<p>Listening, Reflecting and Appraising</p> <ul style="list-style-type: none"> • Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation • Identify and discuss 'what happens when' within simple musical structures • Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music • Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences • Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions • Use musical vocabulary and knowledge to help identify areas for development or refinement when composing <div data-bbox="1464 927 2141 1129" style="border: 2px solid black; padding: 10px;"> <p>MUSICAL ELEMENTS</p> <p>DURATION (beat, rhythm, metre) PITCH(melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</p> </div>
<p>Fifteen Weeks Music Hub 'Samba Band' followed by performance Ten weeks expert tuition (IJ) Sing & Perform</p>		<p>Year Group Music Plans including BBC TEN PIECES, BBC KS2 Music within Class Appraisal.</p>

EYFS: LBBB MES APPORTIONED TO THREE TERMS

‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’

TERM 1

- speak and chant short phrases together
- find their singing voice and begin to develop a sense of pitch over a small range of notes
- sing a variety of songs both accompanied and unaccompanied
- play instruments and sound-makers by shaking, scraping, rattling and tapping
- start and stop together

TERM 2

- sing short phrases or responses on their own
- begin to develop a sense of beat, using instruments or body sounds
- respond to symbols or hand signs
- play loudly, quietly, fast, slow
- copy a simple rhythm pattern or number of beats played on an instrument
- add chosen sound effects at an appropriate moment in a story or song
- sort and name different sounds
- begin to identify and describe key features or extreme contrast within a piece of music
- recognise the sounds of the percussion instruments used in the classroom and identify and name them

TERM 3

- make changes in their voices to express different moods /feelings
- play along to music showing a developing awareness of the beat
- play with a sense of purpose and enjoyment
- create a sequence of different sounds in response to a given stimuli
- respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs
- begin to use musical terms (louder/quieter, faster/slower, higher/lower)

Y1: LBBD MES APPORTIONED TO THREE TERMS

'EXPLORE AND COMPOSE' sections are assimilated into practical music-making, so these don't feature in the divided 'expectations'

TERM 1

- speak and chant together
- sing in time to a steady beat
- co-ordinate actions to go with a song
- play classroom instruments by tapping, shaking, scraping, rattling
- play to a steady beat
- follow simple signals: stop/start

TERM 2

- sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment
- perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing
- imitate a rhythm pattern on an instrument
- play a single pitched note to accompany a song (**drone**)
- play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'
- use graphics/symbols to portray the sounds they have made
- recognise and respond through movement /dance to the different musical characteristics and moods of music

TERM 3

- sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)
- play loudly, quietly, fast, slow
- play a repeated rhythmic pattern [**ostinato**] to accompany a song
- sequence symbols to make a simple structure [**score**]
- compose own sequence of sounds without help and perform
- recognise the sounds of the percussion instruments used in the classroom and identify and name them
- begin to use musical terms [louder/quieter, slower/faster]
- begin to articulate how changes in speed, pitch and dynamics affect the mood

Y2: LBBB MES APPORTIONED TO THREE TERMS

'EXPLORE AND COMPOSE' sections were assimilated into practical music-making, so these don't feature in the divided 'expectations'

TERM 1

- sing a variety of songs with more accuracy of pitch
- echo short sung melodic phrases
- identify if pitch is getting higher/lower/staying the same
- play instruments with control e.g. maintaining a steady beat, getting faster/louder
- perform a rhythm accompaniment to a song
- compose short melodic phrases
- compose repeated rhythmic patterns [ostinati]
- recognise different qualities of sound [timbre]

TERM 2

- sing words clearly and breathing at the end of phrases
- convey the mood or meaning of the song
- perform a sequence of sounds using a graphic score
- work and perform in smaller groups
- follow a leader (teacher) starting and stopping together
- compose music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups

TERM 3

- sing with a sense of control of **dynamics** [volume] and **tempo** [speed]
- demonstrate some confidence in performing as a group and as an individual
- compose a piece of music that has a beginning, middle and end [**structure**]
- compose music that conveys different moods
- respond through movement/dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.]
- recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly]

Y3: LBBD MES APPORTIONED TO THREE TERMS

LBBD 'EXPLORE AND COMPOSE' sections are assimilated into practical music-making, so these don't feature in the divided 'expectations'

TERM 1

- sing songs in a variety of styles with confidence
- show increasing awareness of pitch and awareness of the shape of a melody
- keep a steady beat on an instrument individually/in a group
- maintain a melodic or rhythmic ostinato to accompany a song
- use tuned percussion with increasing confidence
- compose words and actions to go with songs
- recognise some familiar instruments in recorded music: piano, drums, guitar, violin etc

TERM 2

- imitate increasingly longer sung phrases with accuracy
- sing with an awareness of the phrases in a song
- understand that posture, breathing and diction are important
- copy a short melodic phrase by ear on a pitched instrument
- play using symbols including graphic and/or simple traditional notation
- compose music that has a recognisable structure; beginning, middle and end or verse/chorus
- compose music that tells a story, paints a picture or creates a mood
- compose music that uses repetition/echo
- recognise aurally wooden, metal, skin percussion instruments and begin to know their names

TERM 3

- chant or sing a round in two parts
- sing songs with a recognised structure (verse and chorus/ call and response)
- demonstrate an awareness of character or style in performance
- follow simple hand directions from a leader
- perform with an awareness of others
- combine musical sounds with narrative and movement
- perform a composed piece to a friendly audience, as a member of a group or class
- listen to their own compositions and use musical language to describe what happens in them

Y4: LBBB MES APPORTIONED TO THREE TERMS

LBBB 'EXPLORE AND COMPOSE' sections are assimilated into practical music-making, so these don't feature in the divided 'expectations'

TERM 1

- sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody
- sing confidently as part of a small group or solo being aware of posture and good diction
- copy short phrases and be able to sing up and down in step independently
- compose simple rhythmic accompaniment to a song using ostinato patterns and drones
- compose a simple melody from a selected group of notes [i.e. a pentatonic scale]
- compose music that has a recognisable structure
- recognise aurally the range of percussion [tuned and untuned] used in school and some orchestral instruments taught in school
- identify repeated rhythmic or melodic phrases in live or recorded music

TERM 2

- sing songs showing musical expression [phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context]
- use tuned percussion instruments with increasing confidence to accompany songs and improvise
- play by ear – find known phrases or short melodies using tuned instruments
- play music in a metre of two or three time
- compose a piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect
- identify whether a song has a verse/chorus or call and response structure
- recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language [tempo, dynamics, metre, texture, timbre]

TERM 3

- sing two/three part rounds with more confidence and increasing pitch accuracy
- sing confidently as part of a small group or solo being aware of posture and good diction
- read and play from some conventional music symbols
- follow a leader, stopping / starting, playing faster/ slower and louder / quieter
- perform to an audience of adults, an assembly or other classes with increasing confidence
- arrange a song using tuned/ untuned accompaniments developed from the song: perform to a friendly audience
- use a range of ICT to sequence, compose, record and share work
- identify the use of metre in 2 or 3 in a piece of recorded or live music
- recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings
- recognise music from different times and countries, identifying key elements that give it its unique sound

Y5 LBBD MES APPORTIONED TO THREE TERMS

LBBD 'EXPLORE AND COMPOSE' sections are assimilated into practical music-making, so these don't feature in the divided 'expectations'

TERM 1

- sing songs in a wide variety of styles, showing accuracy and expression
- sing as part of three-part round: sing a second part with increasing confidence
- play a range of percussion/orchestral instruments with increasing confidence and ability
- play and improvise as part of a group and as solo performer
- compose music for a special occasion [e.g. march or fanfare]
- write lyrics to match a melody
- recognise and talk about specific styles/traditions with growing awareness of musical similarities/differences

TERM 2

- sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)
- perform a song showing an awareness of phrasing and the shape of the melody
- play by ear – copy back; finding phrases or melodies on instruments with increasing confidence
- sustain a melodic ostinato or drone to accompany singing/other instruments
- compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinati, drones, combining musical phrases and effects
- recognise relationships between lyrics and melody
- recognise chords / clusters
- talk about music they hear using musical terms

TERM 3

- sing independently in wide variety of styles with increasing confidence and accuracy
- perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly
- perform a piece of music using notation [graphic or conventional]
- perform expressively showing an understanding of the music and its context
- compose a group / class arrangement of a song using voices and instruments
- refine and record compositions either graphically or using ICT
- perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly
- talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur

Y6: LBBB MES APPORTIONED TO THREE TERMS

LBBB 'EXPLORE AND COMPOSE' sections are assimilated into practical music-making, so these don't feature in the divided 'expectations'

TERM 1

- sing confidently in a wide variety of styles with expression
- communicate the meaning/mood of a song
- sing a simple second part of a two-part song: maintain own part in a round with confidence
- perform on a range of instruments confidently to an audience
- create simple songs reflecting the meaning of the words?
- compose music that reflects its given intentions e.g. a rap, a march
- identify 'what happens when' within simple structures

TERM 2

- perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion
- continue to play by ear on pitched instruments, extending the length of phrases, melodies played
- perform with sensitivity to different dynamics, tempi
- maintain a rhythmic or melodic accompaniment to a song
- maintain own part on a pitched instrument in a small ensemble
- arrange a song for class performance with an appropriate pitched and unpitched accompaniment
- recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music
- compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences

TERM 3

- read and play with confidence from conventional or graphic notation
- lead/conduct a group of instrumental performers
- perform own compositions to an audience
- use an mp3 recorder/video recorder to keep a record of work in progress and record performances.
- use a range of symbols (conventional or graphic) to record compositions.
- use ICT (computers/ipads/tablets/mp3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions
- use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions
- use musical vocabulary and knowledge to help identify areas for development or refinement when composing

