



MUSIC PROGRESSION TABLE- The Avenue Primary School

	DYNAMICS-	RHYTHM-	PITCH-	STRUCTURE-	MELODY-	INSTRUMENTS-	TEXTURE/TEMPO-	HARMONY-
REC	DYNAMICS- Pupils in reception should understand different volumes in performance and be able to perform with an awareness of loud and quiet.	RHYTHM- Pupils in reception should grow in confidence to echo simple rhythms in 3/4 and 4/4 time signatures.	Pupils in reception should have regular opportunities to sing covering other elements of music such as pitch, structure, structure, style, melody, instruments, tempo, texture and harmony. <ul style="list-style-type: none"> a range of songs from different genres Songs with a range of melodies and pitches Songs that include a range of instruments Songs with contrasting tempos Songs in both major and minor keys 					
Y1	DYNAMICS- Pupils in Y1 should understand different volumes in performance and be able to perform with an awareness of loud and quiet. They should understand changes in dynamics one extreme to the other and that this can happen suddenly or gradually.	RHYTHM- Pupils should be able to discriminate between beat and rhythm. They should be aware of the division of music into bars and be encouraged to count in bars.	PITCH- Pupils should perform music with a range of melodies and pitches and be able to identify where the pitch is higher, lower, or of medium pitch.	STRUCTURE- Pupils should develop an awareness of musical structure and be able to identify the difference between a chorus and a verse.	MELODY- Pupils should know what a melody is and use the word 'melody' to describe it rather than 'tune'.	INSTRUMENTS- Pupils should be able to correctly identify a piano, keyboard, guitar and ukulele and hear these instruments regularly as accompanying instruments to their singing. Pupils should also be familiar with a variety of percussion instruments knowing some of their names.	TEXTURE/ TEMPO- Pupils may not be familiar with the term 'texture' yet to describe music but should be encouraged to think about how many different parts they can hear in a piece of music. Pupils should be encouraged to think about the speed in music and have basic vocabulary to describe it eg- fast, slow, moderate (medium).	HARMONY- Pupils should be encouraged to think about the mood in a piece of music. How does the music make you feel? Does it sound happy or sad?
Y2	DYNAMICS- Pupils should be able to identify and perform loud and quiet dynamics as well as gradual and sudden changes in dynamics. Pupils should know about rests in music and how rests can create a sense of tension/excitement or anticipation.	RHYTHM- Pupils should be able to discriminate between beat and rhythm. They should be aware of the division of music into bars and be encouraged to count in bars. Pupils should be able to aurally identify repetition in rhythm and be familiar with terminology such as OSTINATO/ RIFF. Pupils should use very basic notation for rhythm performance and composition. Eg crotchets and minims.	PITCH- Pupils should perform music with a range of melodies and pitches and be able to identify where the pitch is higher, lower, of medium pitch or the same pitch. Pupils should also be aware of notes that move by step or leap or notes that are the same in pitch.	STRUCTURE- Pupils should develop an awareness of musical structure and be able to identify the difference between a chorus and a verse. Pupils should also be starting to identify other sections of music such as intro and/or outro.	MELODY- Pupils should know what a melody is and use the word 'melody' to describe it rather than 'tune'. Pupils should be able to describe that a melody is a rhythm that includes different pitches that is either played or sung. This also ties in with knowledge of steps, leap and same notes.	INSTRUMENTS- Pupils should be able to correctly identify a piano, keyboard, guitar and ukulele and hear these instruments regularly as accompanying instruments to their singing. Pupils should also be familiar with a variety of percussion instruments knowing most of their correct names eg 'claves, cowbell, boomwhackers'	TEXTURE/ TEMPO- Pupils should now be introduced to the word texture to describe how many different parts they can hear in a piece of music. Pupils should be encouraged to think about the speed in music and have basic vocabulary to describe it eg- fast, slow, moderate (medium). Pupils should also be able to identify a gradual change in tempo and describe this as gradual speeding up or slowing down.	HARMONY- Pupils should be encouraged to think about the mood in a piece of music. How does the music make you feel? Does it sound happy or sad? Pupils should be able to describe that a chord is two or more notes played together at the same time. Pupils will be able to play a small number of basic chords on the ukulele.

Y3	DYNAMICS- In addition to rhythms skills and knowledge from KS1, pupils should be introduced to music specific vocabulary.... Loud- forte (f) Quiet- Piano (p) Medium (mezzo) (m)	RHYTHM- In addition to rhythm skills and knowledge developed in KS1, students should be confident in aurally recognising call and response . They should have the opportunity to improvise simple call and response rhythms.	PITCH- Pupils should build on their KS1 skills and be able to identify where the pitch is higher, lower, of medium pitch or the same pitch. Pupils should also build upon knowledge of notes that move by step or leap or notes that are the same in pitch. Pupils should be able to identify where the pitch is ascending or descending in a piece of music.	STRUCTURE/STYLE- Pupils should be able to consolidate their knowledge from KS1 of musical structures including key words like chorus, verse, intro, outro. In addition, Y3 pupils should be able to identify a middle 8/bridge/ pre-chorus or instrumental.	MELODY- Pupils should build upon their knowledge of melody from KS1 and be introduced to the word accompaniment and how varied accompaniments can be in a piece of music. This will link into new knowledge on texture.	INSTRUMENTS- Throughout KS2, pupils should be introduced to families of instruments and have opportunities to see, hear and learn about some instruments that they would not otherwise get the chance to experience. Although not all instruments will be aurally or visually recognisable by name, pupils should develop enough knowledge across KS2 to be able to link an instrument to its relevant family. Most pupils will be able to name at least two instruments from each family correctly by the end of KS2. Pupils will understand that different instruments have their own unique timbre (voice) and how this sounds links to the science of how music is made.	TEXTURE/TEMPO- TEXTURE- Pupils should now be confident using the word "texture" to describe how many different parts they can hear in a piece of music. They will build upon this and describe music with many parts as having a thick texture and music with few layers as having a thin texture. TEMPO- Some Italian terms will be introduced to pupils to describe the tempo of a piece of music...eg Adagio- slow Andante- Walking pace Moderato- Medium pace Allegro- Lively Vivace- Fast pace	HARMONY- Pupils will build upon skills and knowledge of harmony developed in key-stage 1. Instead of just thinking about the mood of a piece of music they will become familiar with the terms "major" and "minor" to describe happy and sad/angry sounding chords. Pupils will have the opportunity to learn a variety of basic major and minor chords on the ukulele. Pupils will have the chance to sing harmony lines in singing practices (see melody column for more info) Pupils will be introduced to the term "discord" to describe a chord that is not major or minor sounding but peculiar and unusual.
Y4	DYNAMICS- In addition to rhythms skills and knowledge from KS1, pupils should be introduced to music specific vocabulary.... Loud- forte (f) Quiet- Piano (p) Medium (mezzo) (m) Pianissimo = pp Fortissimo = ff Crescendo Decrescendo	RHYTHM- Y4 pupils should know what a polyrhythm is and have the chance to perform them. They should be able to spot unison and polyrhythms in music. Y4 pupils should be able to differentiate between music played..... Legato- smooth Staccato- detached	PITCH- Pupils should be taught about different types of voices and ranges including.... <ul style="list-style-type: none"> • Soprano • Alto • Tenor • Bass During singing sessions, pupils will also learn about the use of "chest voice" and "head voice" to create different effects.	STRUCTURE/STYLE In Y4 the pupils will already be growing in confidence to identify the different sections of a modern song. The children should start to become familiar with organising different sections of a piece of classical music using letters eg ABA structure	MELODY- Pupils will learn about counter-melodies and how different pitches can be sang at the same time to create a harmony. This links to work in harmony too.	Pupils will understand that different instruments have their own unique timbre (voice) and how this sounds links to the science of how music is made.	Adagio- slow Andante- Walking pace Moderato- Medium pace Allegro- Lively Vivace- Fast pace	Pupils will have the chance to sing harmony lines in singing practices (see melody column for more info) Pupils will be introduced to the term "discord" to describe a chord that is not major or minor sounding but peculiar and unusual.
Y5	DYNAMICS- Pupils in Y5 and Y6 will consolidate all vocabulary and skills developed throughout key-stage 1 and 2. They will also have opportunities to develop these skills practically in both composition and performance tasks.	RHYTHM- Pupils in Y5 and Y6 will consolidate all vocabulary and rhythmic skills developed in key stage 1 and 2. They will have the opportunity to develop these skills practically through performance and composition tasks which demonstrate their increased accuracy and control. In addition, there will be opportunity to tackle more complex rhythms in performance such as dotted rhythms, triplet rhythms and syncopation.	PITCH- Pupils in Y5 and Y6 will have the chance to learn about keys and the importance of a home key. This will tie in with their learning about harmony, chords and cadences. Pupils will be given examples of pieces of music that include a key change (modulation) and will be regularly encouraged to aurally recognise key changes in musical examples in singing assemblies.	STRUCTURE/STYLE- Pupils in Y5 and Y6 will build upon prior knowledge about structure and be introduced to some classical structures including ternary, binary and rondo form. They will have the chance to compose music in a clear structure.	MELODY- Pupils will learn about how melodies are melismatic or where melodies are decorated in modern music with riffing. Riffing/ Melismas- Where the main melody is decorated with extra notes Pupils will regularly have opportunities to sing melismatic music and should be able to recognise where a melody has been embellished.	Families of instruments STRINGS- WOODWIND- BRASS- PERCUSSION- Listening examples of string quartet, swing band, steel drums etc, stomp Electronic/ modern instruments.	TEXTURE/ TEMPO- Y5 and Y6 pupils will be encouraged to think about the relationship between different layers within a piece of music. Are they all doing the same thing? Moving together? Interweaving? Homophonic- diff parts moving together Monophonic- 1 part (simple texture) Polyphonic- Diff parts interweaving Pupils will be given the terms..... Ritardando- slowing down Accelerando- speeding up They will be encouraged to aurally recognise where this happens in pieces of music.	HARMONY- Pupils in Y5 and Y6 will build upon their knowledge of chords and different harmonies such as major/ minor and discord. They will understand the relationship of chords within a key and the importance of primary chords 1,4 and 5. Pupils will learn about cadences and how these can make a piece of music sound finished or unfinished Plagal - 4,1 Perfect - 5,1 Imperfect - 5 Interrupted-
Y6	Increased accuracy and control of these skills should be evident.							