Stockton on the Forest Primary School

Progression Ladder - **Music**. Children can…

	Understanding Music	Listening	Performing	Composing
	Using Body Percussion and Voices Responds to happy music (major keys) or sad music (minor keys) Copy simple rhythms with either voices or clapping	Move and dance with the music Find a steady beat Describe the music as fast/slow/loud/quiet Identify by joining in the chorus of a song	Singing: Demonstrate good singing posture and breathing. Learn to sing without shouting. Copy higher and lower sounds Playing Instruments: N/A	Create a simple rhythm for others to copy using long and short sounds
	Using Body Percussion, Recorders, Percussion (tuned and non-tuned) and voices Responds to happy music (major keys) or sad music (minor keys) Copy simple rhythms with either voices or clapping Copy simple melodic patterns using high and low sounds Find and keep a steady beat	Move and dance with the music Find a steady beat Describe the music as fast/slow/loud/quiet/happy/sad Recognise basic instruments such as piano, guitar, violin, drums, trumpet, saxophone Identify by joining in the chorus of a song Begin to understand about different styles of music	Singing: Demonstrate good singing posture and breathing. Learn to sing without shouting. Copy higher and lower sounds Sing songs from memory Playing Instruments: Rehearse and learn to play a simple melodic instrument part by ear or from simple notation in C major	Create a simple melody using crotchets and minims using CDEFG. Start and end on the note C FGACD. Start and end on the note F
	Using Body Percussion, Recorders, Percussion (tuned and non-tuned) and voices Responds to happy music (major keys) or sad music (minor keys) Key centres of C major, F major, G major Copy simple rhythms with either voices or clapping Copy simple melodic patterns using high and low sounds Find and keep a steady beat	Move and dance with the music Find a steady beat Talk about how the music makes you feel Describe the music as fast/slow/loud/quiet/happy/sad Recognise basic instruments such as piano, guitar, violin, drums, trumpet, saxophone Join in sections of a song e.g. Call and response Begin to understand about different styles of music	Singing: Demonstrate good singing posture and breathing. Learn to sing without shouting. Copy higher and lower sounds Sing songs from memory Sing in unison or sometimes parts Understand and follow the leader or conductor Add actions where appropriate Playing Instruments: Rehearse and learn to play a simple melodic instrument part by ear or from simple notation in C major.	Create a simple melody using crotchets and minims using CDEFG. Start and end on the note C FGACD. Start and end on the note F (pentatonic on F) GABDE. Start and end on the note G (pentatonic on G)
	Using Instruments, Body Percussion, Percussion (tuned and non-tuned) and voices Responds to happy music (major keys) or sad music (minor keys) Time signatures 2/4, ¾, 4/4 Key centres of C major, F major, G major and A minor Copy back and improvise simple rhythms using minims, crotchets, quavers, and their rests Copy back and improvise simple melodic patterns using CDE, GAB, FGA, ABC Find and keep a steady beat	Share thoughts and feelings about the music together Find the beat or groove of the music Invent different actions to move in time to the music Talk about what the song means Identify some of the instruments heard Identify if it's a male or female voice Talk about the different styles of music	Singing: Demonstrate good singing posture and breathing. Copy back simple melodic phrases Sing songs from memory and/or simple notation Sing in unison or sometimes parts Understand and follow the leader or conductor Add actions where appropriate Sing with awareness of following the beat Playing Instruments: Rehearse and learn to play a simple melodic instrument part by ear or from simple notation in C major, G major, F major	Create a simple melody using crotchets and minims using CDEFG. Start and end on the note C CDEGA. Start and end on the note C (pentatonic on C) FGACD. Start and end on the note F (pentatonic on F) GABDE. Start and end on the note G (pentatonic on G)
	Using Instruments, Body Percussion, Percussion (tuned and non-tuned) and voices Responds to happy music (major keys) or sad music (minor keys) Time signatures 2/4, ¾, 4/4 Key centres of C major, F major, G major and A minor Copy back and improvise simple rhythms using semibreves, minims, crotchets, quavers, and their rests by ear or from notation Copy back and improvise simple melodic patterns using CDE, CDEGA, GAB, FGA, ABC Find and keep a steady beat	Talk about the words of a song and why it might have been written Find and demonstrate the steady beat by clapping or conducting Identify if a piece has 2 beats in the bar (march) or 3 beats (waltz) Recognise the style of music you are listening to Discuss the structure of songs i.e. Introduction, verse, chorus, bridge Identify call and response features, solo vocal or instrumental line and changes in musical texture Identify major and minor tonality	Singing: Rehearse and learn songs from memory and or with notation Demonstrate good singing posture and breath control Sing on pitch and in time. Understand and follow the leader or conductor Sing in unison or sometimes parts Playing Instruments: Rehearse and learn to play a simple melodic instrument part	Create a simple melody using crotchets and minims using CDEFG. Start and end on the note C CDEGA. Start and end on the note C (pentatonic on C) FGACD. Start and end on the note F (pentatonic on F) GABDE. Start and end on the note G (pentatonic on G) DEFGA. Start and end on the note D (D minor scale)

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Progression Ladder - **Music**. Children can…

		Describe legato and staccato **Recognise the following styles: Disco, Funk Gospel, Hip Hop, Folk, Klezmer, Pop, Rock, Salsa, Reggae**	**by ear or from simple notation in C major, G major, F major**	
	Using Instruments, Body Percussion, Percussion (tuned and non-tuned) and voices **Responds to happy music (major keys) or sad music (minor keys)** **Time signatures 2/4, ¾, 4/4, 5/4, 6/8** **Key centres of C major, D major, F major, G major and A minor** **Copy back and improvise simple rhythms using semibreves, dotted minims, minims, dotted crotchets, crotchets, quavers, semiquavers, and their rests by ear or from notation** **Copy back and improvise simple melodic patterns using CDE, DEF#GA, CDEGA, DEF#GABC#, GABCD, FGABb, ABC** **Find and keep a steady beat**	**Talk about feelings created by a song or piece of music. Justify a personal opinion of the music with reference to musical concepts** **Find and demonstrate the steady beat by clapping or conducting** **Identify if a piece has 2 beats in the bar (march) or 3 beats (waltz)** **Identify the style of music you are listening to** **Identify the instruments you are listening to (common band and orchestral)** **Discuss the structure of songs i.e. Introduction, verse, chorus, bridge, ABA** **Identify call and response features, solo vocal or instrumental line and changes in musical texture** **Recall by ear memorable phrases heard in the music** **Identify major and minor tonality** **Describe legato and staccato** **Recognise the following styles: Disco, Funk Gospel, Hip Hop, Folk, Klezmer, Pop, Rock, Salsa, Reggae, Musicals**	**Singing:** **Rehearse and learn songs from memory and or with notation** **Demonstrate good singing posture and breath control** **Sing on pitch and in time.** **Self-correct if lost or out of time** **Develop confidence as a soloist** **Understand and follow the leader or conductor** **Sing in unison or sometimes parts** **Playing Instruments:** **Rehearse and learn to play one of four differentiated instrumental parts by ear or from simple notation in C major, G major, F major, D minor**	**Create a simple melody using crotchets and minims using** **CDEFG. Start and end on the note C** **CDEGA. Start and end on the note C (pentatonic on C)** **FGACD. Start and end on the note F (pentatonic on F)** **GABDE. Start and end on the note G (pentatonic on G)** **DEFGA. Start and end on the note D (D minor scale)**
	Using Instruments, Body Percussion, Percussion (tuned and non-tuned) and voices **Responds to happy music (major keys) or sad music (minor keys)** **Time signatures 2/4, ¾, 4/4, 5/4, 6/8** **Key centres of C major, D major, F major, G major, A minor and D minor** **Copy back and improvise simple rhythms using semibreves, dotted minims, minims, dotted crotchets, crotchets, quavers, triplet quavers, semiquavers, and their rests by ear or from notation** **Copy back and improvise simple melodic patterns using CDE, DEF#GA, CDEGA, DEF#GABC#, GABCD, FGABb, ABC** **Find and keep a steady beat**	**Talk about feelings created by a song or piece of music. Justify a personal opinion of the music with reference to musical concepts** **Find and demonstrate the steady beat by clapping or conducting** **Identify if a piece has 2 beats in the bar (march) or 3 beats (waltz)** **Identify the style of music you are listening to using musical vocabulary to discuss the concepts** **Identify the instruments you are listening to (common band and orchestral)** **Discuss the structure of songs i.e. Introduction, verse, chorus, bridge, instrumental break, ABA** **Explain a bridge passage and its place within a song** **Know and understand what a musical introduction and outro is and what their purpose is** **Identify call and response features, solo vocal or instrumental line and changes in musical texture** **Recall by ear memorable phrases heard in the music** **Identify major and minor tonality** **Describe legato and staccato** **Identify the sound of a Gospel Choir and soloist, Rock Band, Symphony Orchestra and A Cappella groups**	**Singing:** **Rehearse and learn songs from memory and or with notation** **Demonstrate good singing posture and breath control** **Sing on pitch and in time.** **Self-correct if lost or out of time** **Develop confidence as a soloist** **Understand and follow the leader or conductor** **Lead a rehearsal** **Sing in unison or sometimes parts** **Sing with and without accompaniment** **Playing Instruments:** **Rehearse and learn to play one of four differentiated instrumental parts by ear or from simple notation in C major, G major, F major, D minor**	**Create a simple melody using crotchets, minims and quavers using** **CDEFG. Start and end on the note C** **CDEGA. Start and end on the note C (pentatonic on C)** **FGACD. Start and end on the note F (pentatonic on F)** **GABDE. Start and end on the note G (pentatonic on G)** **DEFGA. Start and end on the note D (D minor scale)**