

Our Progressive Music Documents



Listen and Respond

	Year 3	Year 4	Year 5	Year 6
	I can recognise/identify styles and instruments used in: RnB, reggae, pop, film/classical and disco.	I can recognise/identify styles and instruments used in: pop, film/classical, rap, soul/gospel.	I can recognise/identify styles and instruments used in: rock, jazz, pop, hip hop, Motown.	I can recognise/identify styles and instruments used in them.
	I can find a steady beat within the music and express the importance of a pulse within a piece of music.	I can find a steady beat within the music and express the importance of a pulse within a piece of music.	I can find the pulse confidently.	I can find the pulse innately.
	I can recognise the sounds of the musical instruments used within a piece of music.	I can continue to recognise the sounds of the musical instruments used within a piece of music.	I can use musical language to describe and talk about music.	I can use musical language confidently to talk about and describe music.
	I can identify the simple structure of a piece of music.	I can continue to identify the simple structure of a piece of music.	I can share and talk about ideas respectfully.	I can share and talk about ideas respectfully.
	I can use the correct musical language and use this to help me describe how the music makes me feel.	I can more consistently use the correct musical language and use this to help me describe how the music makes me feel.	I can understand and give examples to show how the inter-related dimensions of music work together.	I can understand and give examples to show how the inter-related dimensions of music work together.
	I can place a piece of music in a timeline of different genres and composers.	I can place a piece of music in a timeline of different genres and composers.		
	I can continue to deepen my understanding of the	I can continue to deepen my understanding of the		

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	inter related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics and structure.	inter related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics, timbre and structure.		
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By the end of KS 2:

- Listen with attention to detail and recall sounds with increasing memory.
- Appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians.
- Develop and understand the history of music.


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Inter-related Dimensions

	Year 3	Year 4	Year 5	Year 6
 <h2>Inter-related Dimensions</h2>	I can find and internalise the pulse on my own/with support with more confidence.	I can find the pulse and stay in time.	I can find the pulse with ease and stay in time.	I can find the pulse with ease.
	I can demonstrate more confidently how pulse, rhythm and pitch work together.	I can demonstrate a fast and slow pulse.	I can demonstrate find the pulse with ease.	I can demonstrate finding and keeping the pulse with ease.
	I can clap/play simple rhythms and copy one or two note pitches with more confidence.	I can clap/play simple rhythms and copy one or two note pitches with more confidence.	I can confidently demonstrate how pulse, rhythm and pitch work together by performing a rhythm over a pulse.	I can confidently demonstrate how pulse, rhythm and pitch work together by performing rhythms over a pulse.
	I can create my own rhythm.	I can create my own rhythm and lead others, if asked.	I can confidently lead other in a rhythm work.	I can confidently lead others in rhythm and pitch work.
	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.	I can confidently explain how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.	I can confidently explain how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music and share my opinions.
<p>By the end of KS 2:</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. 				

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	Year 3	Year 4	Year 5	Year 6
 <p>Inter-related Dimensions</p>	I can find and internalise the pulse on my own/with support with more confidence.	I can find the pulse and stay in time.	I can find the pulse with ease and stay in time.	I can find the pulse with ease.
	I can demonstrate more confidently how pulse, rhythm and pitch work together.	I can demonstrate a fast and slow pulse.	I can demonstrate find the pulse with ease.	I can demonstrate finding and keeping the pulse with ease.
	I can clap/play simple rhythms and copy one or two note pitches with more confidence.	I can clap/play simple rhythms and copy one or two note pitches with more confidence.	I can confidently demonstrate how pulse, rhythm and pitch work together by performing a rhythm over a pulse.	I can confidently demonstrate how pulse, rhythm and pitch work together by performing rhythms over a pulse.
	I can create my own rhythm.	I can create my own rhythm and lead others, if asked.	I can confidently lead other in a rhythm work.	I can confidently lead others in rhythm and pitch work.
	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.	I can confidently explain how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.	I can confidently explain how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music and share my opinions.
<p>By the end of KS 2:</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. 				

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	Year 3	Year 4	Year 5	Year 6
 <p>Uses Voices</p>	I can work as part of a group and develop confidence to sing alone.	I can sing as part of a group or alone, with confidence.	I can understand how to work as part of a group/ensemble and as a soloist.	I can understand and explain how to work as part of a group/ensemble and as a soloist.
	I can explain why warming up my voice is important.	I can show good technique when preparing to sing.	I can consistently use a good technique when preparing to sing.	I can demonstrate to others excellent technique when preparing to sing.
	I can project the meaning of a song.	I can perform a song stylistically and as musically as I can.	I can perform and interpret a song stylistically and as musically as I can.	I can perform and interpret a song stylistically and as musically as I can and explain my choices.
	I can sing in time with a group (pay attention to the pulse).	I can sing different parts of a song.	I can sing with a good sense of the pulse and in time with the group.	I can sing a with an accurate sense of the pulse and in time with the group.
	I can follow a leader/conductor.	I can follow a leader/conductor with confidence.	I can understand the importance of clear diction and tuning.	I can understand the importance of and use clear diction and tuning.
			I can follow a leader/conductor and start to lead the group myself.	I can lead the group myself.
<p>By the end of KS 2:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 				


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Improvisation

	Year 3	Year 4	Year 5	Year 6
	I can continue to explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt.	I can confidently explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt.	I can explore and create musical sounds with voices and instruments.	I can explore and create more challenging musical sounds, with voices and instruments.
	I can improvise with some confidence.	I can improvise more confidently.	I can improvise with confidence.	I can improvise in different contexts.
	I can begin to create my own rhythmic patterns that lead to melodies in a group or solo situation.	I can create my own rhythmic patterns that lead to melodies in a group or solo situation.	I can create my own more challenging rhythmic patterns that lead to melodies in a group or solo situation.	I can create my own intricate rhythmic patterns that lead to melodies in a group or solo situation.
	I can perform my improvisation on my own or within a group.	I can perform my improvisations on my own or within a group.	I can perform my improvisations on my own or within a group, with confidence.	I can confidently perform my improvisations on my own or within a group and discuss how to develop my ideas further.
<p>By the end of KS 2:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes, using the inter-related dimensions of music. 				

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	Year 3	Year 4	Year 5	Year 6
 <p>Composition</p>	I can continue to create my own slightly more complex melodies.	I can create my own more complex melodies.	I can create a range of melodies.	I can create a range of more adventurous melodies.
	I can compose using three or more notes.	I can compose using more than three notes.	I can compose using up to five notes.	I can compose using five or more notes.
	I can record my composition in a way I choose.	I can record my composition in more than one way.	I can use voice, sounds, technology and instruments in creative ways.	I can use voice sounds, technology and instruments in a creative way.
	I can demonstrate an understanding of the inter-related dimensions of music.	I can demonstrate an understanding of the inter-related dimensions of music.	I can use the inter-related dimensions of music in my compositions.	I can use the inter-related dimensions of music effectively in my compositions.
			I can begin to use traditional notation to record my ideas.	I can use traditional notation to record my ideas.
<p>By the end of KS 2:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes, using inter-related dimensions of music. • Use and understand staff and other musical notations. 				

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	Year 3	Year 4	Year 5	Year 6
 <p style="text-align: center; color: green; font-size: 2em; font-weight: bold;">Playing Instruments</p>	I can play a classroom instrument as part of a group, with more knowledge and confidence.	I can play a classroom instrument as part of a group, with more knowledge, confidence and ease.	I can play a classroom instrument, as part of a group, with more knowledge, confidence, ease and enjoyment.	I can play a classroom instrument as part of a group, with more knowledge, confidence, ease and enjoyment.
	I can move between different parts.	I can move between different parts. (starting to use notation)	I can move between differentiated parts, using some notation.	I can move between differentiated parts, using notation where applicable.
	I can respond to basic cues from the conductor/leader.	I can respond to cues from the conductor/leaders with confidence.	I can demonstrate confidence and fluency when playing my instrument in a solo or ensemble context.	I can demonstrate more confidence and fluency when playing my instrument in a solo or ensemble context.
	I can treat my instrument with care and respect.	I can treat my instrument with care and respect.	I can treat my instrument with respect.	I can explain how to treat my instrument with respect.
	I can begin to play more confidently as part of an ensemble, by ear.	I can play more confidently as part of an ensemble, by ear.	I can play more confidently, by ear and begin to follow notation.	I can play more confidently, by ear and follow notation.
<p>By the end of KS 2:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 				