

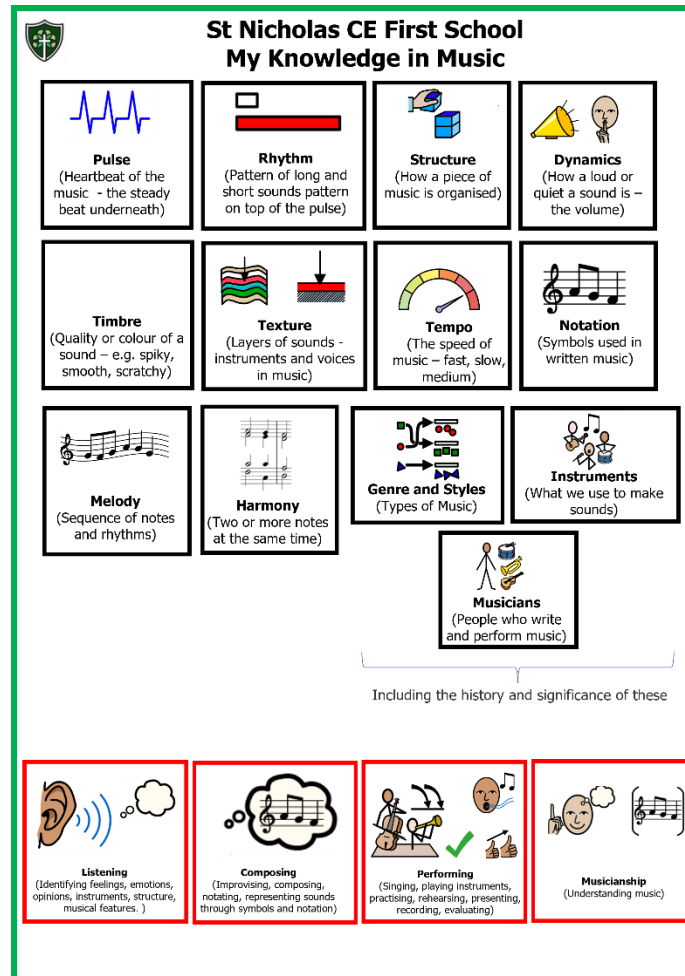


St Nicholas Church of England First School

Progression of Musical Concepts

Music

These are the key concepts that we set out for our children to learn and develop in Music throughout their time at St Nicholas:



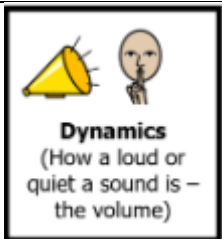
Concept	Year 1	Year 2	Year 3	Year 4
 Pulse (Heartbeat of the music - the steady beat underneath)	Watch, follow and feel a steady beat Find and enjoy moving to music in different ways	Watch and follow a steady beat Find a steady beat Recognise the time signature 4/4 by ear and notation	Recognise and move in time with the beat Play the steady beat on percussion instruments Recognise the 'strong' beat Play in time with a steady beat in 2/4, 4/4 and 3/4	Recognise and move in time with a steady beat Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4 Respond to the 'offbeat' or 'backbeat' Identify 2/4, 3/4 and 4/4
 Rhythm (Pattern of long and short sounds pattern on top of the pulse)	Recognise and clap long sounds and short sounds and simple combinations	Recognise long sounds and short sounds and match them to syllables and movement	Recognise by ear and notation: minims, Crotchets, quavers and their rests Copy simple rhythm patterns created from Minims, crotchets, quavers and their rests Create simple rhythm patterns by ear and Using simple notation from minims, crotchets, quavers and their rests	Recognise by ear and notation: Semibreves, minims, crotchets, quavers, And semiquavers Dotted minims and dotted crotchets Dotted rhythm in melodies Copy simple rhythm patterns created

			Alternate between a steady beat and rhythm	From semibreves, minims, crotchets, Quavers and rests Create rhythm patterns by ear and using Simple notation that use semibreves, minims, crotchets, quavers Understand and explain the difference between beat and rhythm Recall the most memorable rhythms in a Song or piece of music
 Melody (Sequence of notes and rhythms)	Recognise, sing and play high and low pitched notes Explore singing and playing C D E from the C major scale Explore singing and playing F G A from the F major scale	Identify the high notes and low notes in a melody Join in part of a melody Rehearse and play a simple instrumental melody as a part to go with a song	Show the shape of a melody as rising and Falling in pitch Learn to sing a melody by ear or from notation Learn to rehearse and play a melodic instrumental part by ear or from notation	Identify and explain what a melody is Learn to sing and follow a melody by ear And from notation Understand melodic movement up and down as pitch

		Identify the names of the notes: C D E F G A B C Use body percussion and untuned and tuned percussion instruments with a song and listen to how the sounds blend together Identify and play by ear or notation notes in the tonality of C major	Identify the names of the pitched notes on a stave: C D E F F# G A B Bb C Identify the scales of: C major G major F major Identify if a scale is major or minor Copy simple melodies by ear or from reading notation Create melodies by ear and notate them Explore and play by ear or from notation: 5-note scale Pentatonic scale	Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation Identify the names of the pitched notes On a stave: C D E Eb F# G A B Bb C C# D Identify the scales of: C major; F major; G major; A minor by ear or from notation Copy simple melodies by ear or from reading notation Create melodies by ear and notate them Identify and talk about the way vocals are used in a song Identify and explain:
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				Harmony: two or more notes heard at the Same time Second part: a second part, usually a melodic line, that creates harmony Explore chords I, IV and V in instrumental accompaniments Identify the tonal centres of: C major; F major; G major; A minor by ear or from notation Identify and demonstrate a major and minor scale Identify and explain what a melody is Learn to sing and follow a melody by ear and from notation
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				Understand melodic movement up and down as pitch Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation
	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat Change the speed of a steady beat moving from fast to slow, slow to fast	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat Change the speed of a steady beat moving from fast to slow, slow to fast Control the speed of a steady beat getting faster and getting slower	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat Change the speed of a steady beat moving from fast to slow, slow to fast Control the speed of a steady beat getting faster and getting slower Direct the class in controlling the speed of

				a steady beat in a class performance
 Dynamics (How a loud or quiet a sound is – the volume)	Talk about loud sounds and quiet sounds and give some examples	Identify loud sections of music and quiet sections of music. Discuss what makes the music loud and quiet Understand the meaning of loud and quiet (forte and piano)	Listen out and respond to forte sections of music Identify loudly played instruments from listening to the music Use dynamics to help communicate the meaning of a song	Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.
 Timbre (Quality or colour of a sound – e.g. spiky, smooth, scratchy)	Identify different sounds in the Environment, indoors and outside Identify the sounds of the instruments Played in school Identify some of the sounds of the instruments heard when listening to music	Know the difference between a speaking Voice and a singing voice Identify peers from the sound of their voice	Choose particular instruments for rehearsal and performing Identify the sound of different tuned and untuned percussion instruments	Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities Recognise the following groups of instruments: a marching band, a symphonic orchestra and its separate families: woodwind, brass, percussion and strings Identify the following instruments by ear and through a range of

				media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, Trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer, electric guitar Recognise the difference between the sound of male and female voices Understand the importance of the vocal warm-up and its impact on the tone of the voice
 Texture (Layers of sounds - instruments and voices in music)	Sing together Listen out for combinations of instruments together	Singing and playing together creates a Musical texture Add body percussion accompaniments	Singing and playing together creates a Musical texture Add body percussion accompaniments Listen to the accompaniment to a song	Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create Identify male and female solo voices and backing vocals, and talk about

			Identify large numbers of people playing And singing Listen out for solo players	the different textures they create in the music Understand and demonstrate the effect that repeated rhythmic or melodic Patterns (as riffs/ostinati) have on the texture of a piece of music Explain the term 'unison' and the difference between unison and solo
 Structure (How a piece of music is organised)	Add movement to key sections of a song Understand when to sing in a verse and a chorus	Join in with a repeated section of a song: the chorus, the response Join in with the main tune when it is repeated	Show the different sections of a song structure or piece of music through actions	Identify and explain the structural terms: Verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB within musical structures Identify the instrumental break and its purpose in a song

				Recognise phrases and repeated sections Discuss the purpose of a bridge section
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