

Middlefield Curriculum Progression Grids: Music

Skill	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Composing	<p>Use his/her body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low.</p> <p>Use his/her voice to do: humming, whispers, whistles.</p> <p>Make patterns with sounds e.g. loud - quiet - loud - quiet long - short - long - short.</p> <p>Make sounds that reflect a topic</p> <p>Use short given patterns in his/her compositions.</p> <p>Use given symbols to record long and short sounds.</p> <p>Can say what they like and do not like about other's performances.</p>	<p>Use his/her voice and copy a given scale.</p> <p>Compose three note patterns.</p> <p>Compose simple tunes using a pentatonic scale (a scale with 5 notes).</p> <p>Improvise repeated patterns (ostinato).</p> <p>Create his/her own symbols to represent different sounds and instruments in his/her compositions.</p> <p>Reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria.</p>	<p>Understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood.</p> <p>Layer sounds to create effects.</p> <p>compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather)</p> <p>Compose melodic and rhythmic phrases.</p> <p>Starting to interpret musical notation. E.g. Crochet = 1 beat, minim = 2 beats.</p> <p>Reflect on his/her compositions dynamics, tempo and timbre.</p>
Performing	<p>Use: high voice, middle voice, low voice.</p> <p>Sing in tune.</p> <p>Sing in unison with a group.</p> <p>Make and change sound on an instrument both tuned and un-tuned creating both long and short sounds.</p> <p>Perform to an audience and improve his/her performance by practising.</p>	<p>Sing expressively in time to the beat and rhythm.</p> <p>Perform given compositions/songs from memory.</p> <p>Take part in two-part songs.</p> <p>Take part in two-part harmonies.</p> <p>Perform simple rhythmic and melodic patterns on an instrument to accompany a song.</p> <p>Perform as part of a group and individually to an audience.</p>	<p>Sing expressively combining dynamics, tempo and pitch.</p> <p>Perform his/her own compositions from memory.</p> <p>Take part in rounds.</p> <p>Take part in three-part harmonies and descants.</p> <p>perform his/her own rhythmic and melodic patterns on an instrument</p> <p>perform his/her own rhythmic and melodic patterns on an instrument</p> <p>Lead a group in performance.</p>

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Listening & Context	<p>Identify a beat and join in.</p> <p>Identify the mood of a piece of music.</p> <p>Explain to another which of two sounds is higher or lower.</p>	<p>Begin to identify how many beats are in a bar when listening to pieces of music.</p> <p>Explain what they think a piece of music's purpose could be.</p> <p>Compare pieces, thinking about pitch, mood, rhythm and tempo.</p> <p>Evaluate others work, thinking about pitch, mood, rhythm and tempo.</p> <p>Find similarities and differences in the work of a great composer/musician from history.</p> <p>Express his/her opinions about music from the past.</p>	<p>Begin to explore reasons for composers' tempo choices.</p> <p>Pick out details within a piece and recall these details from memory.</p> <p>Compare pieces thinking about texture, structure, timbre and dynamics.</p> <p>Evaluate others work thinking about texture, structure, timbre and dynamics.</p> <p>Find similarities and differences between different historical composers and musicians.</p> <p>Explain how the music of the past reflected the society of the time.</p> <p>Explain how music has changed over time.</p>

