

Bournville Primary School Learning Progression in Music KS1a

| ASPECT OF MUSIC   | SKILLS, KNOWLEDGE OR CONCEPT   |
|---|--|
| 1. Controlling sounds through singing and playing<br>(Performing)         | I can sing and chant known songs.<br>I can keep a steady beat.<br>I can copy actions to songs with increasing awareness of audience.   |
| 2. Creating and developing musical ideas<br>(Improvisation & Composition) | I can make and change sounds with voice and instrument.<br>I can choose sounds to represent my ideas.<br>I can create and change sounds to create a mood.  |
| 3. Responding and Reviewing<br>(Appraising)                               | I can identify and begin to describe similarities, differences or patterns in a final performance.<br>I can say how a piece of work makes me feel and give simple reasons<br>I can identify strengths and weakness/errors in their performance with some teacher support and give simple reasons.<br>I can make simple suggestions to improve the quality of their final performance based on evaluation with teacher support. |
| 4. Knowledge of music   | I can identify long and short sounds in a song.<br>I can play and/or sing loudly and softly.<br>I can identify taught music notes (letters or numbers depending on instrument)<br>I can identify if the pitch is higher or lower (use hands to indicate this)  |

\*All 4 strands should be taught during each learning journey

Bournville Primary School Learning Progression in Music KS1b

| ASPECT OF MUSIC   | SKILLS, KNOWLEDGE OR CONCEPT   |
|---|--|
| 1. Controlling sounds through singing and playing<br>(Performing)         | <p>I can sing with a sense of shape of the melody (phrasing).</p> <p>I can perform simple patterns keeping to a steady pulse and accompaniments (whole short song).</p> <p>To perform with an awareness of others with more than one part.</p>   |
| 2. Creating and developing musical ideas<br>(Improvisation & Composition) | <p>I can represent sounds with symbols and structure sounds to give it a beginning middle and end.</p> <p>I can recognise that musical elements can be used to create different moods and effects</p>  |
| 3. Responding and Reviewing<br>(Appraising)                               | <p>I can describe and start to give reasons for similarities, differences, patterns and focus features using shared criteria (e.g. explain how sounds are organised).</p> <p>I can describe their final performance or the process and identify strengths and weakness/errors.</p> <p>I can say whether it was different to expected.</p> <p>I can compare improved work with initial work and/or plan and express preference.</p> |
| 4. Knowledge of music   | <p>I can identify the length of the notes (snake or rabbit)</p> <p>I understand the meaning of dynamics p, f, mf.</p> <p>I can identify if the pitch is higher or lower using notes close together</p>   |

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Bournville Primary School Learning Progression in Music KS2a

| ASPECT OF MUSIC   | SKILLS, KNOWLEDGE OR CONCEPT   |
|---|--|
| 1. Controlling sounds through singing and playing<br>(Performing)         | I can sing in tune with expression.<br>I can perform rhythmically simple parts that use a limited range of notes .<br>I can perform music expressively.  |
| 2. Creating and developing musical ideas<br>(Improvisation & Composition) | I can improvise repeated patterns.<br>I can combine several layers of sound with awareness of the combined effect (texture)  |
| 3. Responding and Reviewing<br>(Appraising)                               | I can recognise how the different musical elements are combined and used expressively.<br>I can describe their performance in relation to the context/purpose/criteria.<br>I can keep a tracker to identify successes and areas of weakness throughout the process.<br>I can evaluate the intended effect or purpose of a piece of music |
| 4. Knowledge of music   | I can identify taught music notes using musical terms (crotchet, minim etc).<br>I understand how to read a basic score with all score markings.<br>I understand the difference between a verse and chorus.<br>I can identify if the pitch is higher or lower (by semitone)   |

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|---|--|
| 1. Controlling sounds through singing and playing<br>(Performing)         | <p>I can perform by ear and from simple notations (short verse or chorus).</p> <p>I can maintain my own part with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>I can explain their role in a performance (leading, solo etc).</p> <p>I can perform music expressively and articulate the emotions involved within a piece of music.</p>   |
| 2. Creating and developing musical ideas<br>(Improvisation & Composition) | <p>I can use improvisation to develop ideas during composition.</p> <p>I can combine several layers of written music to create a mood or effect.</p> <p>I can use relevant notations to plan and develop musical ideas.</p>  |
| 3. Responding and Reviewing<br>(Appraising)                               | <p>I can evaluate the overall intended effect or purpose of a performance and explain how this could be improved.</p> <p>I can give reasons as to why particular techniques were used (melisma, drone, ostinato etc)</p> <p>I can prepare and use criteria to evaluate their own final performance or that of a peer.</p> <p>I can use given criteria to evaluate the process or journey to arrive at final performance.</p> <p>I can identify where changes were made during the process which led to improvements.</p> |
| 4. Knowledge of music   | <p>I can identify all notes and use them during the writing of their compositions (writing music on the staff).</p> <p>I can identify taught music notes, rhythms and score markings (all symbols such as pause, repeat, da coda etc).</p> <p>I understand AB and ABA form (Binary and Ternary).</p> <p>I can identify the interval of an octave.</p>  |

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Bournville Primary School Learning Progression in Music KS2c

| ASPECT OF MUSIC   | SKILLS, KNOWLEDGE OR CONCEPT  |
|---|---|
| 1. Controlling sounds through singing and playing<br>(Performing)         | <p>I can perform significant parts from memory and from simple notations (whole song).</p> <p>I can improvise over given music when playing within a group.</p> <p>I can make subtle adjustments to fit their own part within a group performance.</p> <p>I can perform a solo or group part with confidence without making any significant errors. PSE</p>   |
| 2. Creating and developing musical ideas<br>(Improvisation & Composition) | <p>I can compose melodic and rhythmic material within given structures.</p> <p>I can use a variety of notations to achieve a short piece of music.</p> <p>I can use music for a variety of occasions as appropriate.</p> <p>I can use devices such as melody, rhythm, chords and structures in interesting ways</p>   |
| 3. Responding and Reviewing<br>(Appraising)                               | <p>I can evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts. C. LT</p> <p>I can analyse and compare musical features. T</p> <p>I can generate success criteria to evaluate their steps in a process to arrive at a final performance.</p> <p>I can question which parts of the process could be improved to have maximum impact on final performance and suggest improvements.</p> |
| 4. Knowledge of music   | <p>I can identify taught music notes and symbols using musical terms.</p> <p>I understand how to read a score with all score markings.</p> <p>I understand AB, ABA, Rondo form, 1st &amp; 2nd time endings, da coda, dal segno.</p> <p>I can identify 2nd, 3rd, 4th 5th intervals aurally.</p>  |

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