

Music Progression at Central Park

<u>Performing</u>	<u>Performing</u>	<u>Performing</u>
<p>YR1/2</p> <ul style="list-style-type: none"> • I can use my voice in different ways • I enjoy singing • I follow instructions 	<p>YR3/4</p> <ul style="list-style-type: none"> • I use my voice in lots of ways • I enjoy singing from memory, following the tune (melody) well • I perform with others • I make and control long and short sounds using voices and instruments 	<p>YR5/6</p> <ul style="list-style-type: none"> • I sing in tune • I can sing songs from memory with accurate pitch either in a group or alone • I sing and play a range of singing games • I can maintain a simple part within an ensemble • I understand the importance of articulating the words to communicate the song to the audience • I show that I have a good memory for sounds and songs and show control in my voice • I perform with control and awareness of what others are playing • I combine sounds with movements and narrative
<u>Composing</u>	<u>Composing</u>	<u>Composing</u>
<p>YR1/2</p> <ul style="list-style-type: none"> • I can make sounds that are very different (loud/quiet, high/low, etc) • With help, I can make sounds with a small difference • I can make and control long and short sounds using voices and instruments • I can make a sequence of long and short sounds with help • I can clap short rhythms • With help, I can clap longer rhythms 	<p>YR3/4</p> <ul style="list-style-type: none"> • I can identify and control a variety of sounds on musical instruments • I use changes in pitch to express an idea • I carefully choose and order sounds to achieve an effect or image • I can create short melodic patterns • I can work with a partner to create a sequence of long and short sounds • I repeat and create short rhythmic phrases • I show physical control when playing 	<p>YR5/6</p> <ul style="list-style-type: none"> • I compose and perform simple melodies and songs independently • I use sounds to create more abstract images • I recognise and create repeated patterns • I make up singing games with words, actions and a sense of pulse and teach it to other children • I create simple accompaniments for my tunes using drones or melodic ostinati based on a pentatonic scale

	musical instruments	<ul style="list-style-type: none"> • I recognise how music elements can be used together to compose descriptive music • I carefully choose, order, combine and control sounds with awareness of their combined effect
<u>Appraising</u>	<u>Appraising</u>	<u>Appraising</u>
YR1/2 <ul style="list-style-type: none"> • I recognise changes in tempo • I can listen out for different types of sounds • I can imitate changes in pitch • I know how some sounds are made and changed. 	YR3/4 <ul style="list-style-type: none"> • I can identify pulse in music • I recognise and use changes in timbre, pitch and dynamics • I listen carefully and recall short rhythmic and melodic patterns • I know how sounds can be made and changed 	YR5/6 <ul style="list-style-type: none"> • I describe music using the appropriate vocabulary • I listen carefully with attention to detail • I listen to several layers of sound and talk about the combined effect