



## Springfield Progression of Vocabulary and Skills in Music

SUBJECT: MUSIC	Year 1 - Year 2	Year 3 - Year 4	Year 5 - Year 6
<b>Singing songs with control and using the voice expressively.</b>	<ul style="list-style-type: none"> <li>*Find their singing voice and use their voices confidently.</li> <li>*Sing a melody accurately at their own pitch.</li> <li>*Sing with a sense of awareness of pulse and control of rhythm.</li> <li>*Recognise phrase lengths and know when to breathe.</li> <li>*Sing songs expressively.</li> <li>*Follow pitch movements with their hands and use high, low and middle voices.</li> <li>*Begin to sing with control of pitch, e.g. following the shape of the melody.</li> <li>*Sing with an awareness of other performers.</li> </ul> <p><u>Vocabulary:</u> Melody Pulse Rhythm Phrase Pitch Rehearse Lyrics</p>	<ul style="list-style-type: none"> <li>*Sing with confidence using a wider vocal range.</li> <li>*Sing in tune.</li> <li>*Sing with awareness of pulse and control of rhythm.</li> <li>*Recognise simple structures. (Phrases)</li> <li>*Sing expressively with awareness and control at the expressive elements, e.g. timbre, tempo, dynamics.</li> <li>*Sing songs and create different vocal effects.</li> <li>*Understand how mouth shapes can affect voice sounds.</li> <li>*Internalise sounds by singing parts of a song 'in their heads.'</li> </ul> <p><u>Vocabulary:</u> Pulse Rhythm Phrase Timbre Temp Dynamics Melody Lyrics Harmony Stanza</p>	<ul style="list-style-type: none"> <li>*Sing songs with increasing control of breathing, posture and sound projection.</li> <li>*Sing songs in tune and with an awareness of other parts.</li> <li>*Identify phrases through breathing in appropriate places.</li> <li>*Sing with expression and rehearse with others.</li> <li>*Sing a round in two parts, and identify the melodic phrases and how they fit together.</li> <li>*Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> </ul> <p><u>Vocabulary:</u> Solo Ensemble Compose Acapella</p>
<b>Listening, memory and movement.</b>	<ul style="list-style-type: none"> <li>*Recall and remember short songs, sequences and patterns of sounds.</li> <li>*Respond physically when performing, composing and appraising music.</li> <li>*Identify different sound sources.</li> <li>*Identify well-defined musical features.</li> </ul> <p><u>Vocabulary:</u> Recall Sequence Pattern</p>	<ul style="list-style-type: none"> <li>*Identify melodic phrases and play them by ear.</li> <li>*Create sequences of movements in response to sounds.</li> <li>*Explore and chose different movements to describe animals.</li> <li>*Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>*Identify phrases that could be used as an introduction, interlude and ending.</li> </ul> <p><u>Vocabulary:</u> Melody Expression</p>	<ul style="list-style-type: none"> <li>*Internalise short melodies and play these on pitched percussion. (Play by ear).</li> <li>*Create dances that reflect musical features.</li> <li>*Identify different moods and textures.</li> <li>*Identify how a mood is created by music and lyrics.</li> <li>*Listen to longer pieces of music and identify features.</li> </ul> <p><u>Vocabulary:</u> Mood Texture</p>
<b>Controlling pulse and rhythm.</b>	<ul style="list-style-type: none"> <li>*Identify the pulse in different pieces of music.</li> <li>*Identify the pulse and join in getting faster and slower together.</li> <li>*Identify long and short sounds in music.</li> <li>*Perform a rhythm to a given pulse.</li> <li>*Begin to internalise and create rhythmic patterns.</li> <li>*Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul> <p><u>Vocabulary:</u> Pulse Long/short Rhythm Pulse Accompany</p>	<ul style="list-style-type: none"> <li>*Recognise rhythmic patterns.</li> <li>*Perform a repeated pattern to a steady pulse.</li> <li>*Identify and recall rhythmic and melodic patterns.</li> <li>*Identify repeated patterns used in a variety of music. (Ostinato)</li> </ul> <p><u>Vocabulary:</u> Rhythmic Melodic Ostinato</p>	<ul style="list-style-type: none"> <li>*Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>*Improvise rhythm patterns.</li> <li>*Perform an independent part keeping to a steady beat.</li> <li>*Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>*Subdivide the pulse while keeping to a steady beat.</li> </ul> <p><u>Vocabulary:</u> Tempo</p>
<b>Exploring sounds, melody and accompaniment.</b>	<ul style="list-style-type: none"> <li>*Explore different sound sources.</li> <li>*Make sounds and recognise how they can give a message.</li> <li>*Identify and name classroom instruments.</li> <li>*Create and chose sounds in response to a given stimulus.</li> <li>*Identify how sounds can be changed.</li> <li>*Change sounds to reflect different stimuli.</li> </ul> <p><u>Vocabulary:</u> Volume</p>	<ul style="list-style-type: none"> <li>*Identify ways sounds are used to accompany a song.</li> <li>*Analyse and comment on how sounds are used to create different moods.</li> <li>*Explore and perform different types of accompaniment.</li> <li>*Explore and select different melodic patterns.</li> <li>*Recognise and explore different combinations of pitch sounds.</li> </ul> <p><u>Vocabulary:</u> Perform Accompaniment Pitch Improvise Forte Piano</p>	<p><i>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</i></p>



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<b>Control of instruments.</b>	<ul style="list-style-type: none"> <li>*Play instruments in different ways and create sound effects.</li> <li>*Handle and play instruments with control.</li> <li>*Identify different groups of instruments.</li> </ul> <p><u>Vocabulary:</u> Instrument Drum Maracas Tambourine Triangle Xylophone</p>	<ul style="list-style-type: none"> <li>*Identify melodic phrases and play them by ear.</li> <li>*Select instruments to describe visual images.</li> <li>*Choose instruments on the basis of internalised sounds.</li> </ul> <p><u>Vocabulary:</u> Melodic</p>	<ul style="list-style-type: none"> <li>*Identify and control different ways percussion instruments make sounds.</li> <li>*Play accompaniments with control and accuracy.</li> <li>*Create different effects using combinations of pitched sounds.</li> <li>*Use ICT to change and manipulate sounds.</li> </ul> <p><u>Vocabulary:</u> Percussion</p>
<b>Composition.</b>	<ul style="list-style-type: none"> <li>*Contribute to the creation of a class composition.</li> </ul> <p><u>Vocabulary:</u> Compose</p> <p><i>Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</i></p>	<ul style="list-style-type: none"> <li>*Create textures by combining sounds in different ways.</li> <li>*Create music that describes contrasting moods/emotions.</li> <li>*Improvise simple tunes based on the pentatonic scale.</li> <li>*Compose music in pairs and make improvements to their own work.</li> <li>*Create an accompaniment to a known song.</li> <li>*Create descriptive music in pairs / small groups.</li> </ul> <p><u>Vocabulary:</u> Texture Contrast Mood Emotion Pentatonic scale</p>	<ul style="list-style-type: none"> <li>*Identify different starting points or composing music.</li> <li>*Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>*Write lyrics to a known song.</li> <li>*Compose a short song to own lyrics based on everyday phrases.</li> <li>*Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> </ul> <p><u>Vocabulary:</u> Lyrics Compose Allegro Adagio</p>
<b>Reading and writing notation.</b>	<ul style="list-style-type: none"> <li>*Perform long and short sounds in response to symbols.</li> <li>*Create long and short sounds on instruments.</li> <li>*Play and sing phrase from dot notation.</li> <li>*Record their own ideas.</li> <li>*Make their own symbols as part of a class score.</li> </ul> <p><u>Vocabulary:</u> Symbols Dot Notation Long Short</p>		<ul style="list-style-type: none"> <li>*Perform using notation as a support.</li> <li>*Sing songs with staff notation as support.</li> </ul> <p><u>Vocabulary:</u> Notation Staff Crotchet Minim Quaver Semibreve</p>
<b>Performance skills.</b>	<ul style="list-style-type: none"> <li>*Perform together and follow instructions that combine the musical elements.</li> </ul> <p><u>Vocabulary:</u> Perform</p>	<ul style="list-style-type: none"> <li>*Perform in different ways, exploring the way the performers are a musical resource.</li> <li>*Perform with awareness of different parts.</li> </ul> <p><u>Vocabulary:</u> Perform Audience</p>	<ul style="list-style-type: none"> <li>*Present performances effectively with awareness of audience, venue and occasion.</li> </ul> <p><u>Vocabulary:</u> Perform Audience</p>
<b>Evaluating and appraising.</b>	<ul style="list-style-type: none"> <li>*Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul> <p><u>Vocabulary:</u> Evaluate</p>	<ul style="list-style-type: none"> <li>*Recognise how music can reflect different intentions.</li> </ul> <p><u>Vocabulary:</u> Evaluate</p>	<ul style="list-style-type: none"> <li>*Improve their work through analysis, evaluation and comparison.</li> </ul> <p><u>Vocabulary:</u> Evaluate</p>