

**Steeple Claydon School Progression Criteria – (Music)**

Substantive and Disciplinary Knowledge	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Listening and understanding	Listen attentively, move to and talk about music/dance expressing their feelings and responses	Listen to, and describe simply, a piece of music. Talk about songs/music they enjoy. Listen to sounds in the local environment comparing high and low. Respond to music through movement and dance.	Listen with concentration and understanding to a range of high quality live and recorded music. Recognise the beat in a piece and its tempo. Identify beat groupings in 2 or 3 and clap/move accordingly. Recognise pitch changes in short melodic phrases.	Compare and contrast two pieces of music on the same theme giving musical opinions and reasons for them. Move to music, changing tempo along with the music.	Describe how a piece of music makes them feel and explain why. Listen to and appreciate music from a wider variety of cultures and traditions.	Listen with attention to detail and recall sounds with increasing aural memory, commenting on musical elements (pitch, tempo, rhythm, melody and dynamics).	Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.
Listening 'spine'		Mozart – Rondo alla Turca Kate Bush – Wild Man Ma Rainey – Runaway Blues Brazil Samba – Fanfarra (Cabuale-le)	Ravel – Bolero Anna Clyne – Night Ferry Elvis Presley – Hound Dog The Beatles – With a little help from my friends Indonesian Gamelan – Baris by Gong Kebyar of Peliatan	Handel – Hallelujah from Messiah A R Rahman – Jai Ho James Brown – I got you (I Feel Good) Kishori Amonkar – Sahela Re	Beethoven – No 5 Hildegard – O Euchari Rutter – For the Beauty of the Earth Duke Ellington – Take the A Train Oasis – Wonderwall Bhujhangy Group – Bhabiye Akh Larr Gayee Trinidad steel band – Tropical Bird	Vaughan Williams – English Folk Song Suite Coleridge-Taylor – Symphonic Variations on an African Air Britten – This Little Babe from Ceremony of Carols Bjork – Play Dead Bronski Beat – Smalltown Boy Babatunde Olatunki – Jin-Go-La-Ba (Drums of Passion)	Destiny's Child – Say My Name Reem Kelani – Sprinting Gazelle Various Sea Shanties Chopin – Mazurkas Op 24 Piazolla - Libertango

						Ladysmith Black Mambazo – Inkanyezi Nezazi	
		<p><b>Superheroes</b> - Superman’s March – John Williams, Avengers Theme – Alan Silvestri</p> <p><b>Muck, Mess &amp; Mixtures</b> - Trashin’ the camp – Tarzan soundtrack</p> <p><b>Towers, Tunnels, Turrets</b> - Beauty and the Beast (Instrumental Philharmonic Orchestra Version), I See The Light (Piano &amp; String Version – Sam Yung)</p> <p><b>Paws, Claws &amp; Whiskers</b> - Carnival of the animals – Saint-Saens, Cats (Musical)</p> <p><b>Scented Garden</b> - Spring and Summer from The Four Seasons (Vivaldi), Waltz of Flowers (Tchaikovsky), In the Garden (Pachelbel)</p> <p><b>Moon Zoom</b> - The Planet Suite – Mars (Holst), Fly me to the moon – Sinatra (Bubl�)</p> <p><b>Street Detectives</b> - Detectives theme songs – (Sherlock, Poirot, Miss Marple)</p> <p><b>Land Ahoy!</b> - Traditional sea shanties, Attacking ships – Theodore Shapiro</p> <p><b>Wriggle &amp; Crawl</b> - Flight of the Bumblebee (Rimsky Korsakov)</p> <p><b>Bright Lights, Big City</b> - New York! New York! (Sinatra), Empire State of Mind (Alicia Keys)</p>		<p><b>Lights, Camera, Action</b> - Night on a Bare Mountain – Mussorgsky, Silent Movie Music, themes from ET, Jurassic Park, Indiana Jones</p> <p><b>Rocks &amp; Metals</b> - Stomp the Musical, Bohemian Rhapsody (London Symphony Orchestra)</p> <p><b>Scrumdiddlyumptious</b> - Willy Wonka and the Chocolate Factory (arranged: Robert Longfield), Pure Imagination – Gene Wilder</p> <p><b>Big Blue</b> - La Mer – The Sea (Debussy), The Sea and Sinbad’s Ship (Rimsky Korsakov), Blue planet suite – Hans Zimmer</p> <p><b>Olympics</b> - Olympic Fanfare and Theme (John Williams)</p> <p><b>Potions</b> - Hedwig’s theme – John Williams</p> <p><b>Burps, Bottoms and Bile</b> - <b>tbc</b></p> <p><b>I am Warrior</b> - Tchaikovsky 1812 Overture, Now we are free (Gladiator theme) – Badelt, Zimmer</p> <p><b>Flow</b> - River Flows In You (Yiruma), Lux Arumque – Eric Whitacre</p> <p><b>Urban Pioneers</b> - Clair de Lune (Debussy)</p>		<p><b>Codebreakers</b> - The Final Battle (Henrik Airaksinen), The Imitation Game – Hans Zimmer</p> <p><b>Darwin’s Delight</b> - Planet Earth II suite – Hans Zimmer</p> <p><b>Civilisation</b> - Walk like an Egyptian (The Bangles), Brave soundtrack</p> <p><b>Stargazers</b> The Planet Suite – all pieces (Holst), Rocketman – Elton John, Space Oddity – David Bowie</p> <p><b>Local Study</b> - Work of local composers e.g. Sarah Watts</p> <p><b>Frozen Kingdom</b> - A song of ice and fire - Ramin Djawadi, Winter (Vivaldi)</p> <p><b>Blood Heart</b> - Connect It – Anna Meredith</p> <p><b>Revolutions</b> - Les Miserables (Musical), The Hunger Games – James Newton Howard</p> <p><b>Hola Mexico!</b> - Jarabe Tapatio (Mariache vargas de Tecalitlan), La Cucaracha (Tokyo Kosei Wind Orchestra)</p> <p><b>Gallery Rebels</b> - Prelude a l’Apres-midi d’un faune (Debussy)</p>	
Performing	Sing in a group or on their own, increasingly matching the pitch and following the melody To play a limited range	Sing familiar songs and chants within the 3 note range mi-so. Copy and play simple, repeated rhythmic and pitched patterns with associated word chants.	Sing simple songs within the 5 note range do-so. Play copied rhythms on untuned percussion. Read and play rhythm patterns from stick notation (crotchet, quaver,	Sing songs in unison including action songs within the 5 note range do-so. Perform as a choir in assemblies. Perform using dynamics. Begin to learn to	Sing a range of songs within a do-do octave including partner songs, rounds and songs with leaps or simple harmonies. Perform a range of songs in assemblies. Copy	Sing 3-part rounds, partner songs and songs with a verse and chorus. Play melodies on tuned percussion/keyboards following staff notation within an octave range (do-	Sing 3 and 4 part rounds. Play a melody following staff notation within the range do-do making decisions about dynamic range. Accompany melodies using block chords or a bass line on keyboards,

	of percussion instruments correctly (e.g. bells, drum, triangle, tambourine, wood block, claves)	Move to a steady beat.	rest)	play a melodic instrument within the 3 note range do-mi.	short melodic phrases. Follow and perform simple rhythmic scores to a steady beat. Play melodies within the 5 note range do-so on a learned instrument and perform in two or more parts.	do/C-C'). Understand and play triads and perform simple chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements in mixed ensembles. Begin to develop playing by ear on tuned instruments copying longer phrases and familiar melodies.	tuned percussion or tablets. Play in an ensemble taking on both melody and accompaniment roles.
Songs 'spine'	Five Currant Buns	Boom Chicka Boom Singing Sherlock-Dr Knickerbocker Kye Kye Kule	Trad. – Star Light, Star Bright, First Star I See Tonight Trad – Rain Rain Go Away Trad. Oats and Beans and Barley Grow Singing Sherlock 1 – Teddy bear rock and roll Trad. Bangladesh - Hatti – ma tim tim (an imaginary bird)	Singing Sherlock 2 – Si Si Si Flying Around – to stop the train Trad. Morocco – A ram sam sam/pease pudding hot Skye Boat Song Trad. Ireland – Be thou my vision Singing Sherlock 2 - Shadow	Kendrick – Servant King Happy Birthday Trad Ghana – Namuma Trad. World in Union	Trad. Ireland – Danny Boy High Low Chickalo Row, Row Row your boat Kodaly – Rocky Mountain	Trad. South Africa – Siyahamba British National Anthem – God Save the Queen Trad. Ghana – Senwa de Dende
Composing	Explore and engage in music making and dance, performing solo or in groups	Create short sequences of sound in response to stimuli. Create rhythm and pitch patterns. Explore	Experiment with, create, select and combine sounds using the inter-related dimensions of music (tempo, dynamics, pitch) in response to non-	Improvise short responses using voices, tuned and untuned percussion in a limited note range (3 notes). Create music from	Improvise on the instrument they are learning using a limited range of 5 notes and using musical features. Begin to structure improvisations.	Improvise freely over a drone using tuned percussion and melodic instruments. Improvise over a simple groove creating musical	Create music with multiple sections including repetition and contrast. Use chord changes as part of an improvised sequence. Improvise melodies

		<p>percussion sounds to enhance storytelling. Use technology to capture, change and combine sounds.</p>	<p>musical stimuli. Create chanted rhythm patterns using stick notation. Improvise simple Q &amp; A phrases sung and on untuned percussion. Use technology to capture, change and combine sounds.</p>	<p>varied stimuli (verse, painting, photo, music etc.) that has a beginning, middle and end. Structure ideas e.g. echoes, Q &amp; A phrases. Compose accompaniments to songs on untuned percussion using known note values.</p>	<p>Create short pentatonic phrases using 5 pitches suitable for instrument learned. Create 2, 3 or 4 beat phrases of known notes and values. Use knowledge of musical components to create a specific mood e.g. to accompany a film clip.</p>	<p>shape and using musical features. Compose melodies made from pairs of phrases in C major or A minor. Enhance melodies with rhythmic or chorded accompaniment. Compose a short piece in ternary form in pairs. Use chords to compose music to evoke an atmosphere/accompany a film/ set a scene.</p>	<p>beyond 8 beats over a fixed groove creating a melodic shape. Plan, compose, play and notate an 8 or 16 beat melodic phrase using the pentatonic scale (CDEGA) and incorporate rhythmic variety and interest. Compose melodies made from pairs of phrases in G major or E minor. Enhance melodies with rhythmic or chordal accompaniment. Use music software to create and record compositions.</p>
Notating		<p>Use simple graphic notation to represent sound Follow pictures and symbols to guide singing/playing</p>	<p>Use graphic/stick/dot notation as appropriate to record compositions. Recognise stick notation for crotchets, quavers and rests. Recognise dot notation for 3 note melodies.</p>	<p>Begin to recognise standard notation for 3 note short phrases and crotchets, paired quavers and crotchet rests. Follow dot notation and notate phrases heard for phrases using notes do-me</p>	<p>Follow a basic do-so melody using standard notation including minims and rests. Use standard notation to play 5 notes on an instrument including known note values and rests. Follow simple rhythmic scores.</p>	<p>Use standard notation to play/write a simple melody on an instrument, including note values semibreves and semiquavers, in 2/4, 3/4 or 4/4 time.</p>	<p>Read write and perform from standard notation across an octave do-do, including semibreve-semiquaver note values and all associated rests. Read and play from rhythmic scores up to 4 parts. Read and play a 4-bar melodic phrase.</p>
Vocabulary	<p>Clap Tap Stamp Drum Triangle Bells</p>	<p>Pitch (high, low) Sequence Rhythm Claves Wood block tambourine</p>	<p>Tempo (fast, slow) Volume (loud quiet) Live Recorded Dynamics Crotchet</p>	<p>Downbeat Fast – allegro Slow – adagio Pulse Beat Ostinato</p>	<p>Minim Getting faster (accelerando) Getting slower (rallentando) Bar</p>	<p>Verse/chorus form Triads Fortissimo Pianissimo Mezzo forte Mezzo piano</p>	<p>Simple/compound time Syncopation Pizzicato Tremolo Trill mute</p>

			Quaver Rest Metallophone Glockenspiel Xylophone Percussion Tuned/untuned Keyboard/piano	Drone Unison/solo Layered Loud (forte) Quiet (piano) Violin Flute Clarinet Trumpet Trombone Strings Woodwind Brass Guitar Stave clef	Metre Pentatonic Major Minor Duet Melody Accompaniment Getting louder (crescendo) Getting softer (decrescendo) Smooth (legato) Detached (staccato) Score texture	Time signature Ternary form octave Viola Cello Double bass Oboe Bassoon Tuba French horn	
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