# Cupernham Junior School Music Progressions

| Key Elements | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| **Pitch** | Respond to, use, recognise and identify higher and lower sounds and the general shape of melodies.<br><br>Begin to recognise steps, leaps and repeated notes | Identify, use and understand steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic | Identify melodic shape and explore different scale patterns including pentatonic, major and minor | Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music | Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music |
| **Duration** | Respond to, use, recognise and distinguish between steady beat and rhythm pattern and how they fit together | Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre | Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre | Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6 | Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7 |
| **Dynamics** | Respond to, use, recognise and identify getting louder and quieter | Identify, use and understand getting louder and quieter in finer gradations | Explore how to use dynamics for expressive effect | Understand how a wide range of dynamics can be used and manipulated for expressive effect | Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect |
| **Tempo** | Respond to, use, recognise and identify getting faster and slower | Identify, use and understand getting faster and slower in finer gradations | Explore how to use tempi for expressive effect | Understand how a wide range of tempi can be used and manipulated for expressive effect | Understand how a wide range of tempi can be precisely used and manipulated for expressive effect |
| **Timbre** | Identify, choose and use the way sounds are made and can be used | Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments | Use a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments | Identify instruments within families and different instrumental / vocal combinations: refine the use of voices and percussion instruments | Identify voices / instruments within families and their role in a wider range of ensembles: refine the use of voices and percussion instruments with intended impact |

| | | | | | |
|---|---|---|---|---|---|
| **Texture** | Respond to and begin to recognise and use different layers including simple accompaniments | Identify the use and purpose of different layers in music heard, created and performed | Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts | Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments | Use simple harmony, including simple chords, with greater awareness and understanding |
| **Structure** | Respond to, use, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA | Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas.<br><br>Explore the use of simple ostinato (short repeated patterns) | Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas – similar but not the same e.g. simple theme and variations.<br><br>Further develop use of ostinato | Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif | Use a broader range of developmental structures and expressive structures (see year 5) |