

Music Skills Progression

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Key Skill/Knowledge	<p><u>Listening and evaluating</u> Pupils should listen with attention to detail and recall sounds with increasing aural memory. They should appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>			
Listening and responding to music	Explaining their preferences for a piece of music using musical vocabulary.	Explaining their preferences for a piece of music using musical vocabulary.	Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.	Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.
Analysing	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p>

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Evaluating	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Comparing, discussing and evaluating music using detailed musical vocabulary.	Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
			Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
Cultural and historical awareness of music	Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
Key Skill/Knowledge	<p><u>Notation</u> Pupils should be taught to use and understand staff and other musical notations.</p>			
Understanding notation	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.
Representing pitch and rhythm	Using letter name and rhythmic notation (graphic or staff), and	Using letter name, graphic and rhythmic notation and musical	Using staff notation to record rhythms and melodies.	Recording own composition using appropriate forms of notation

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key musical vocabulary to label and record their compositions.

Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

vocabulary to label and record their compositions.

and/or technology and incorporating the inter-related dimensions of music.

Performing with accuracy and fluency from graphic and staff notation and from their own notation.

Key Skill/Knowledge

Improvising and composing

Pupils are taught to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They should improvise and compose music for a range of purposes using the interrelated dimensions of music.

Stimulus and purpose

Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).

Composing a coherent piece of music in a given style with voices, bodies and instruments.

Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).

Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.

Improvising

Beginning to improvise musically within a given style using their voice.

Beginning to improvise musically within a given style using an instrument.

Improvising coherently within a given style.

Improvising coherently and creatively within a given style, incorporating given features.

Creating and selecting sounds

Suggesting and implementing improvements to their own work, using musical vocabulary.

Developing melodies using rhythmic variation, transposition, inversion, and looping.

Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.

Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.

Suggesting and demonstrating improvements to own and others' work.

Constructively critique their own and others' work, using musical vocabulary.

Sequencing

Combining melodies and rhythms to compose a multi-layered

Creating a piece of music with at least four different layers and a

Combining rhythmic patterns (ostinato) into a multi-layered

Composing an original song, incorporating lyric writing, melody

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composition in a given style (pentatonic).

clear structure.

composition using all the inter-related dimensions of music to add musical interest.

writing and the composition of accompanying features, within a given structure.

Key Skill/Knowledge

Performing

Pupils should Sing and play musically with increasing confidence and control. They should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Understanding and evaluating performance

Offering constructive feedback on others' performances.

Offering constructive feedback on others' performances.

Using musical vocabulary to offer constructive and precise feedback on others' performances.

Using musical vocabulary to offer constructive and precise feedback on others' performances.

Awareness of music

Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.

Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.

Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.

Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Playing a simple chord progression with accuracy and fluency.

Performing by following a conductor's cues and directions.

Playing syncopated rhythms with accuracy, control and fluency.

Awareness of self and others

Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.

Working as a group to perform a piece of music, adjusting the

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interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance Performing a solo or taking a leadership role within a performance