

**Music progression of skills 2019-2020**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Performing</b> <ul style="list-style-type: none"> <li><b>Playing music (includes singing and Sing Up)</b></li> </ul>	<ul style="list-style-type: none"> <li>To sing in tune with expression</li> <li>To control their voice when singing</li> <li>To play clear notes on instruments</li> </ul>	<ul style="list-style-type: none"> <li>To perform a simple part rhythmically</li> <li>To sing songs from memory with accurate pitch</li> <li>To improvise using repeated patterns</li> </ul>	<ul style="list-style-type: none"> <li>To breathe in the correct place when singing</li> <li>To sing and use their understanding of meaning to add expression</li> <li>To maintain their part whilst others are performing their part</li> <li>To perform 'by ear' and from simple notations</li> <li>To improvise within a group using melodic and rhythmic phrases</li> <li>To recognise and use basic structural forms e.g. rounds, variations, rondo form</li> </ul>	<ul style="list-style-type: none"> <li>To sing a harmony part confidently and accurately</li> <li>To perform parts from memory</li> <li>To perform using notations</li> <li>To take the lead in a performance</li> <li>To take on a solo part</li> <li>To provide rhythmic support</li> </ul>
<b>Composing</b> <ul style="list-style-type: none"> <li><b>Making music including improvisation</b></li> </ul>	<ul style="list-style-type: none"> <li>To use different elements in their composition</li> <li>To create repeated patterns with different instruments</li> <li>To compose melodies and songs</li> <li>To create accompaniments for tunes</li> <li>To combine different sounds to create a specific mood or feeling</li> </ul>	<ul style="list-style-type: none"> <li>To use notations to record and interpret sequences of pitches</li> <li>To use standard notation</li> <li>To use notations to record compositions in a small group or on their own</li> </ul>	<ul style="list-style-type: none"> <li>To change sounds or organise them differently to change the effect</li> <li>To compose music which meets specific criteria</li> <li>To use their notations to record groups of pitches (chords)</li> <li>To choose the most appropriate tempo for a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)</li> <li>To recognise that different forms of notation serve different purposes</li> <li>To use different forms of notation</li> <li>To be able to combine groups of beats</li> </ul>

	Year 3	Year 4	Year 5	Year 6
<b>Appraising</b> <ul style="list-style-type: none"> <li><b>Understanding and describing music</b></li> </ul>	<ul style="list-style-type: none"> <li>To improve their work explaining how it has improved</li> <li>To use musical words (the inter-related dimensions of music) to describe a piece of music and compositions</li> <li>To use musical words to describe what they like and dislike</li> <li>To recognise the work of at least one famous composer</li> </ul>	<ul style="list-style-type: none"> <li>To explain the place of silence and say what effect it has</li> <li>To start to identify the character of a piece of music</li> <li>To describe and identify the different purposes of music</li> <li>To begin to identify with the style of work of Beethoven, Mozart and Elgar</li> </ul>	<ul style="list-style-type: none"> <li>To describe, compare and evaluate music using musical vocabulary</li> <li>To explain why they think their music is successful or unsuccessful</li> <li>To suggest improvements to their own or others' work</li> <li>To choose the most appropriate tempo for a piece of music</li> <li>To contrast the work of famous composers and show preferences</li> </ul>	<ul style="list-style-type: none"> <li>To be able to refine and improve their work</li> <li>To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>To be able to analyse features within different pieces of music</li> <li>To be able to compare and contrast the impact that different composers from different times will have had on the people of the time</li> </ul>
<b>Charanga units</b>	<u>Autumn</u> Let your spirit fly Glockenspiel Stage 1 <u>Spring</u> Three little birds The dragon song <u>Summer</u> Bringing us together Reflect, rewind and replay	<u>Autumn</u> Mamma Mia Glockenspiel 2 <u>Spring</u> Stop! Lean on me <u>Summer</u> Blackbird Reflect, rewind and replay	<u>Autumn</u> Livin' on a prayer Classroom Jazz 1 <u>Spring</u> Make you feel my love The Fresh Prince of Bel Air <u>Summer</u> Dancing in the street Reflect, rewind and replay	<u>Autumn</u> Happy Classroom Jazz 2 <u>Spring</u> A new year carol New Unit (Preview) <u>Summer</u> You've got a friend Reflect, rewind and replay
<p><b>*Inter-related dimensions of music</b></p> <p><b>PULSE:</b> the steady beat/heartbeat running steadily through a piece of music</p> <p><b>PITCH:</b> how the notes of the melody change from low to high and vice versa.</p> <p><b>RHYTHM:</b> (or duration) is the pattern of long and short sounds in a piece of music</p> <p><b>DYNAMICS:</b> Loud and soft</p> <p><b>TEMPO:</b> Fast and slow</p> <p><b>TIMBRE:</b> The type of sound – whisper/hum/sing/talk (examples with the voice) or tinkly/hard/soft (examples with instruments)</p> <p><b>TEXTURE:</b> Layers of sound (number of instruments or voices playing together)</p> <p><b>STRUCTURE:</b> The way the music is set out e.g. Verse, chorus, verse; or 4 notes in a bar.</p>		<p><b>Graphic notation</b></p>		<p><b>Formal notation</b></p>

