



Music

Progression of skills and knowledge



	Working towards C.E.	Curriculum Expectation (C.E.)	Above C.E.
Year 3			
<u>Listening and Appraisal</u> <ol style="list-style-type: none"> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i> 	<ul style="list-style-type: none"> The learner can identify simple songs The learner can notice how the song makes them feel and begin to move to the pulse The learner can name some instruments they hear in a song 	<ul style="list-style-type: none"> The learner is able to identify songs, including who performed it The learner can identify the style of a song as well as how it makes them feel The learner can identify many of the instruments they hear The learner is beginning to talk about the song using the dimensions of music The learner moves to the pulse of a song following an adult's lead 	<ul style="list-style-type: none"> The learner can confidently identify the style of a song and name the composer The learner can describe how a certain genre makes them feel (for example, disco is upbeat and makes me want to dance) The learner names the instruments they can hear and how they contribute to the song's texture The learner can independently find the pulse of a song and keep an internal pulse The learner knows the difference between tuned and untuned percussion
<u>Improvisation and Composition</u> <ol style="list-style-type: none"> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	<ul style="list-style-type: none"> The learner can begin to improvise with given notes (two or three) The learner can listen to other people's improvisations 	<ul style="list-style-type: none"> The learner can improvise with three notes, following the pulse and style of a song 	<ul style="list-style-type: none"> The learner can create short improvisations that suit the genre of a song The learner is able to talk about their musical



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<p>2. <i>Use and understand staff and other musical notations</i></p>	<ul style="list-style-type: none"> • The learner is beginning to compose using a few given notes and can begin to record a composition using blocks/letters/note names/drawings 	<ul style="list-style-type: none"> • The learner listens to other people’s improvisations and suggests suitable changes • The learner composes by choosing sounds to create an effect on the listener • The learner records their composition on a stave using blocks or notes 	<p>composition and the effect it is having on the listener</p> <ul style="list-style-type: none"> • The learner makes musical decisions about dynamics and tempo • The learner records their compositions in different ways using a stave and notes
<p><u>Singing, Playing and Performance</u></p> <p>1. <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p>2. <i>Use and understand staff and other musical notations</i></p>	<ul style="list-style-type: none"> • The learner is aware of singing in tune and can sing in unison with others • The learner knows the importance of warming up their voice • The learner is beginning to play some notes on a recorder and glockenspiel • The learner can play loudly and quietly when following a conductor’s instructions 	<ul style="list-style-type: none"> • The learner can sing in tune and in unison with others • The learner knows why they must warm up their voice and can suggest ways of doing this • The learner has a good singing posture • The learner shows awareness of the pulse when singing • The learner can play and perform some notes on a recorder and glockenspiel • The learner follows musical instructions from a conductor including the use of dynamics 	<ul style="list-style-type: none"> • The learner can confidently sing in unison and in two parts • The learner can play and perform notes confidently on the recorder and glockenspiel • The learner can recognise some notes on the stave • The learner can choose what to perform and the best way to perform • The learner can say how they were feeling, what they were pleased with and what they would change after a performance
<p>Year 4</p>			



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<p><u>Listening and Appraisal</u></p> <ol style="list-style-type: none"> 1. <i>Listen with attention to detail and recall sounds with increasing aural memory</i> 2. <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> 3. <i>Develop an understanding of the history of music</i> 	<ul style="list-style-type: none"> • The learner can identify some songs and talk about how they sound • The learner knows the terms 'rhythm' and 'pulse' • The learner can identify many of the instruments they can hear • The learner moves to the pulse of a song following an adult's lead 	<ul style="list-style-type: none"> • The learner can identify some songs and composers • The learner can identify the style of the song • The learner can identify the main sections of the song • The learner can keep an internal pulse and describe the difference between 'rhythm' and 'pulse' • The learner can begin to identify the sound of each section of the orchestra and name many different instruments by their sound 	<ul style="list-style-type: none"> • The learner can identify some songs and composers and begin to make comparisons between them • The learner can use appropriate vocabulary to describe and identify the structure of a song • The learner can talk confidently about how the musical dimensions work together in the song • The learner can name instruments and begin to sort them into sections • The learner can identify the sound of each section of the orchestra
<p><u>Improvisation and Composition</u></p> <ol style="list-style-type: none"> 1. <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 2. <i>Use and understand staff and other musical notations</i> 	<ul style="list-style-type: none"> • The learner can begin to improvise using given notes • The learner is beginning to listen to other people's improvisations • The learner is beginning to copy a pattern they have heard • The learner is beginning to compose simple repeating melodies 	<ul style="list-style-type: none"> • The learner can improvise confidently with the notes given to them • The learner can listen to other people's improvisations and suggest changes • The learner can imitate riffs that they have heard • The learner can create a melody using up to five notes 	<ul style="list-style-type: none"> • The learner can plan and create a section of music that fits in the context of the song • The learner can make musical decisions about dynamics, pitch and tempo • The learner can choose the best way to record their compositions • The learner can talk about how they created the section of music



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<p><u>Singing, Playing and Performance</u></p> <ol style="list-style-type: none"> <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Use and understand staff and other musical notations</i> 	<ul style="list-style-type: none"> The learner can sing as part of an ensemble The learner can listen to the group when singing The learner can play a few notes on the violin, as well as play many notes on the glockenspiel and recorder The learner is beginning to perform to an audience 	<ul style="list-style-type: none"> The learner can sing as part of an ensemble and re-join the song if they get lost The learner knows that a solo singer makes a thinner texture than a larger group The learner can begin to explore singing acapella The learner uses instruments carefully and can play a simple melody on a recorder, violin or glockenspiel The learner can present a musical performance designed to capture the audience The learner can discuss ways of improving the performance with others 	<ul style="list-style-type: none"> The learner can play a melody on an instrument either from memory or looking at note names or notation The learner can begin to experience musical leadership The learner can begin to use selected pitches to create harmony The learner can use expression when singing
Year 5			
<p><u>Listening and Appraisal</u></p> <ol style="list-style-type: none"> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> 	<ul style="list-style-type: none"> The learner can begin to compare two songs The learner can identify the main sections of the song The learner can describe what they like and dislike of different songs The learner can find the pulse of a piece of music 	<ul style="list-style-type: none"> The learner can compare two songs, talking about what stands out in each of them The learner can identify the whole structure of a song, using correct vocabulary The learner can think about the message of a song 	<ul style="list-style-type: none"> The learner can consider how one piece of music can be interpreted in different ways The learner can use style indicators to talk about a song's style The learner can identify cyclic patterns in songs



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<p>3. <i>Develop an understanding of the history of music</i></p>	<ul style="list-style-type: none"> • The learner can name many instruments by their sound 	<ul style="list-style-type: none"> • The learner can discuss their own preferences on music • The learner can talk about the historical context of songs • The learner can suggest improvement to their own and others' work • The learner can identify and move to the pulse with ease • The learner knows the four main sections of a modern orchestra 	<ul style="list-style-type: none"> • The learner can begin to identify time signatures and relate to pulse • The learner can name more unusual instruments that are not featured in a typical orchestra
<p><u>Improvisation and Composition</u></p> <p>1. <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p> <p>2. <i>Use and understand staff and other musical notations</i></p>	<ul style="list-style-type: none"> • The learner can improvise with a group and with the notes given • The learner can create a simple melody using up to five notes • The learner can record their composition using drawings, blocks or notes 	<ul style="list-style-type: none"> • The learner can improvise within a group using melodic and rhythmic phrases • The learner can hear and imitate a well-known riff • The learner can make musical decisions about dynamics, pitch, pulse, rhythm, texture and tempo • The learner can begin to use standard notation to record their compositions 	<ul style="list-style-type: none"> • The learner can create more complex melodies • The learner can explain the structure of a melody • The learner can choose the most appropriate tempo for a composition • The learner can confidently use standard notation to record their compositions
<p><u>Singing, Playing and Performance</u></p> <p>1. <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments</i></p>	<ul style="list-style-type: none"> • The learner can sing as part of an ensemble and listen to the group when singing 	<ul style="list-style-type: none"> • The learner can sing in a round and in unison • The learner can use their understanding of meaning 	<ul style="list-style-type: none"> • The learner can sing 'by ear' and by notation • The learner can maintain their part when others are singing their part



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<p><i>with increasing accuracy, fluency, control and expression</i></p> <p>2. <i>Use and understand staff and other musical notations</i></p>	<ul style="list-style-type: none"> • The learner can add some expression to their voice when singing • The learner can read some notes on the treble stave • The learner can play notes on the glockenspiel and recorder • The learner can begin to learn the techniques for the ukulele • The learner can perform in front of an audience 	<p>to add expression when singing</p> <ul style="list-style-type: none"> • The learner can use the treble stave and knows the notes C, D, E, F, G, A, B, C+ • The learner can confidently play the glockenspiel with correct technique • The learner can play at least two chords on the ukulele • The learner can lead groups during a round • The learner can plan a performance • The learner can clearly articulate the words and make meaning clear • The learner can listen to feedback of others and make changes after a performance 	<ul style="list-style-type: none"> • The learner can lead small groups and keep correct pitch • The learner can control dynamics as a conductor • The learner can discuss a venue and use it to best effect • The learner can adjust the performance for different occasions
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Year 6

<p><u>Listening and Appraisal</u></p> <p>1. <i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p>2. <i>Appreciate and understand a wide range of high-quality live and recorded music</i></p>	<ul style="list-style-type: none"> • The learner can begin to compare songs from similar styles • The learner can listen to live and recorded performances 	<ul style="list-style-type: none"> • The learner can compare two songs from the same style, talking about similarities and differences • The learner can evaluate differences in live and recorded performances 	<ul style="list-style-type: none"> • The learner can appraise the introductions, interludes and endings of songs • The learner can consider how songs are interpreted in different ways, based on many reasons
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<p><i>drawn from different traditions and from great composers and musicians</i></p> <p>3. <i>Develop an understanding of the history of music</i></p>	<ul style="list-style-type: none"> • The learner can begin to understand the history of a piece of music • The learner can identify many instruments by their sound 	<ul style="list-style-type: none"> • The learner can appreciate and discuss the historical context of songs • The learner can analyse features within different pieces of music • The learner is able to identify many instruments from the four sections of a modern orchestra by their sound 	<ul style="list-style-type: none"> • The learner can compare and contrast the impact that different composers from different times have had on the people of the time • The learner can identify more unusual time signatures in a song • The learner can name more unusual world instruments
<p><u>Improvisation and Composition</u></p> <p>1. <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p> <p>2. <i>Use and understand staff and other musical notations</i></p>	<ul style="list-style-type: none"> • The learner can improvise within a group using melodic and rhythmic phrases • The learner can imitate a well-known riff • The learner can begin to make musical decisions about dynamics, pitch, pulse, rhythm, texture and tempo • The learner can begin to use standard notation to record their compositions 	<ul style="list-style-type: none"> • The learner can improvise confidently on their own using melodic and rhythmic phrases • The learner can improvise in a musical style that they have heard • The learner can listen to and reflect on the developing composition • The learner can change tempo to make a piece of music more effective • The learner can use standard notation to record their compositions 	<ul style="list-style-type: none"> • The learner can use a riff or lick that they have heard in their own improvisations • The learner can create melodies that fit in a given style • The learner can confidently make musical decisions when composing • The learner can use standard notation to record their compositions as well as begin to use bass clef
<p><u>Singing, Playing and Performance</u></p> <p>1. <i>Play and perform in solo and ensemble contexts,</i></p>	<ul style="list-style-type: none"> • The learner can sing in unison in a group and begin to sing in two parts 	<ul style="list-style-type: none"> • The learner can sing in a round or rondo 	<ul style="list-style-type: none"> • The learner can sing confidently in a round or rondo, sometimes singing in harmony



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<p><i>using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p>2. <i>Use and understand staff and other musical notations</i></p>	<ul style="list-style-type: none">• The learner knows the structure of a song and can perform each part• The learner can play some notes on tuned instruments• The learner can choose appropriate untuned percussion and join in to the pulse• The learner can begin to read notes on a treble stave	<ul style="list-style-type: none">• The learner knows how the parts of a song work together and can perform each part• The learner can experience rapping and solo singing• The learner can listen to others while they sing• The learner can read standard notation on a treble stave• The learner can play a variety of tuned instruments with confidence• The learner can play a variety of untuned percussion with confidence• The learner can make confident decisions as a conductor regarding tempo and dynamics• The learner can provide rhythmic support by finding the pulse• The learner can begin to sing a harmony part and can perform parts from memory or using notation• The learner can give, and listen to, feedback after a performance	<ul style="list-style-type: none">• The learner can sing backing vocals and know the difference to solo part• The learner can begin to learn about the bass clef• The learner can lead a whole class song• The learner can begin to lead a song during singing assemblies• The learner can take a lead in a performance• The learner can notice the musical dimensions of another's performance and comment
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