[](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fcarbeile.cornwall.sch.uk%2Fabout%2Fstaff%2F&psig=AOvVaw1kBisSHKIwDaXkqEGZ7nQP&ust=1623264767543000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOjXz4TbiPECFQAAAAAdAAAAABAD)**Music Skills Progression  
Carbeile Junior School**

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| --- | --- | --- | --- | --- |
| **Area** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Performing** | **Using their voices:**   * Sing songs with others or individually * Remember the melody of a song and keep in time * Understand that posture, breathing and diction are important.   **Using instruments**:   * Keep a steady beat on an instrument in a group or individually * Use tuned and untuned percussion instruments with increasing confidence * Copy a short melodic phrase by ear on a pitched instrument * Read and play from some music symbols * Follow simple hand directions from a leader * Perform with an awareness of others * Perform a composed piece to an audience | **Using their voices:**   * Sing songs in a variety of styles with others or individually   • Sing songs showing musical expression (phrasing, changes of tempo, dynamics; reflecting the mood and character of the song and its context)   * Understand that posture, breathing and diction are important.   **Using instruments:**  • Maintain two or more different ostinato patterns in a small instrumental group  • Play music that includes rests  • Use tuned and untuned percussion instruments correctly and with confidence   * Play using symbols including graphic and / or simple traditional notation   • Follow a leader: stopping / starting, playing faster/ slower and louder / quieter.  • Perform a composed piece to an audience | **Using their voices:**   * Sing confidently in a wide variety of styles * Sing a separate part in a group performance and/or maintain own part in a round * Perform a song with attention to musical elements, especially phrasing, dynamics and accuracyof pitch * Understand that posture, breathing and diction are important.   **Using instruments:**   * Perform on a range of instruments in mixed groups to an audience, with confidence * Read and play from conventional or graphic notation * Play by ear on pitched instruments, extending the length of phrases and melodies played. * Perform with sensitivity to different dynamics, tempo * Lead/conduct a group of instrumental performers * Maintain a simple rhythmic or melodic accompaniment to a song * Perform own compositions to an audience * Use an mp3 recorder/video recorder to keep a record of work in progress and record performances. | **Using their voices:**   * Sing confidently in a wide variety of styles with expression * Communicate the meaning and mood of the song * Sing a separate part in a group performance and/or maintain own part in a round * Perform a song from memory with attention to phrasing, dynamics and accuracyof pitch, for a special occasion   **Using instruments:**   * Perform on a range of instruments in mixed groups to an audience, with confidence * Read and play with confidence from conventional or graphic notation * Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. * Perform with sensitivity to different pitch, dynamics and tempo * Lead/conduct a group of instrumental performers * Maintain a rhythmic or melodic accompaniment to a song * Maintain own part on a pitched instrument in a small ensemble * Perform own compositions to an audience * Use an mp3 recoder/video recorder to keep a record of work in progress and record performances. |
| **Exploring and Composing** | **Exploring:**   * Ways in which sounds are made (*tapped, blown*, *scraped, shaken*), and can be changed **(timbre)** * High and low sounds **(pitch)** * Long and short sounds **(duration)** * Loud and quiet sounds **(dynamics)** * The rhythm patterns of words and sentences **(rhythm)**     **Composing:**   * Different sounds on an instrument and/or using ICT * Short repeated rhythmic patterns from words * Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups * Music that conveys different moods * Improvise simple rhythms or simple melodies using 1/2 notes (including call-and-response) | **Exploring:**   * Different sounds made by the voice, hands, objects and conventional instruments **(timbre)** * High and low sounds **(pitch)** * Long and short sounds **(duration**) * Loud and quiet sounds **(dynamics)** * The rhythm patterns of words and sentences **(rhythm)** * Fast and slow sounds **(tempo)** * How sounds can be manipulated to convey different effects and moods   **Composing:**   * Begin to create different phrases on an instrument and/or using ICT * Add chosen sound effects at an appropriate moment in a story or song * Create a sequence of different sounds in response to a given stimuli * Improvise rhythms or melodies using 2/3 notes (including call-and-response) | **Exploring:**   * Sounds to create particular effects **(timbre)** * Pitched notes that move by steps and/ or leaps to make short phrases/melodies **(pitch)** * Different rhythm patterns in music **(duration)** * Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using **dynamics,** different **tempo,** different **timbres** and different **rhythms** * Combining and controlling sounds to achieve a desired effect * Music that incorporates effective silences (rests)   **Composing:**   * A simple rhythmic/melodic phrase on an instrument and/or using ICT * Music that has a simple structure * A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect * Arrange a song using tuned and /or untuned instruments * Improvise rhythms or melodies using 3/4 notes | **Exploring:**   * Chords / harmony **(timbre)** * Scales, such as pentatonic / blues **(pitch)** * Texture created by layering rhythmic and/or melodic patterns **(duration)** * Developing music for a specific purpose using **dynamics,** different **tempo,** different **timbres** and different **rhythms** * Developing ideas, using musical devices such as repetition and question + answer * Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, Africanetc     **Composing:**  (Always considering the musical elements)   * Create own simple songs and pieces of music on an instrument and/or using ICT * Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment * Arrange a song for class performance with an appropriate pitched and unpitched accompaniment * Refine own compositions after discussion * Use a range of symbols (conventional or graphic) to record compositions. * Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions * Improvise rhythms or melodies using the pentatonic scale (5 notes) |
| **Listening and Appraising** | **Listening and appraising**:   * Listen to short pieces / extracts of music * Listen to live/recorded extracts of different kinds of music and identify where appropriate:   + a steady beat / no steady beat   + a specific rhythm pattern or event   + the speed of the music   + the volume * Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) * Identify repetition in music ie a song with a chorus | **Listening and Appraising:**   * Recognise the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. * Recognise and talk about some contrasting styles of music in broad terms * Recognise music from different times and countries identifying key elements that give it its unique sound. * Identify repeated rhythmic or melodic phrases in live or recorded music * Identify whether a song has a verse/chorus or call and response structure | **Listening and Appraising:**   * Distinguish differences in timbre and texture between a different instruments * Identify and discuss ‘what happens when’ within simple musical structures * Recognise and identify features of expression (different dynamics and tempo) in an extract of live or recorded music * Compare music from different countries/ times and discuss the similarities and differences * Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures | **Listening and Appraising**  • Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation  • Identify and discuss ‘what happens when’ within musical structures  • Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music  • Compare a range of music from different countries/ times and discuss the similarities and differences  • Use musical vocabulary and knowledge to talk about and discuss music from a variety of times, traditions and cultures |