**Music Skills Progression
Carbeile Junior School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |