**Music Skills Progression  
Carbeile Junior School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Singing** | * Unison songs of varying styles and structures (Do – so smaller range) * Perform loud (*forte*) and quiet (*piano*) * Perform actions * Walk, move or clap a steady beat | * Unison songs of varying styles and structures (Do – do larger range) * Get louder (*crescendo*) and quieter (*decrescendo*) * Sing rounds | * Sing a broad range of songs * Sing rounds (aim for up to 3-parts in round) | * Sing a broad range of songs including those that involve syncopation * Sing rounds (aim for 3-4 parts in round) |
| **Composing** | * Improvise (using voices and instruments) * Invent short ‘on-the-spot- responses * Compose in response to different stimuli (e.g. stories, verse, images etc) * Create rising and falling phrases * Use note values (see notation in key musical vocabulary below) | * Improvise on an instrument including smooth (*legato*) and detached (*staccato*) * Compose short pentatonic phrases * Arrange notation cards (see notation in key musical vocabulary below) * Introduce major and minor chords * Use graphic scores / rhythm notation / staff notation / technology | * Improvise freely on tuned instruments * Consider dynamics: very loud (*fortissimo*), very quiet (*pianissimo*), moderately loud (*mezzo* *forte*) and moderately quiet (*mezzo piano*) * Compose a short ternary piece (A B A) * Create a specific atmosphere or mood * Use graphic scores / rhythm notation / staff notation / technology | * Improvise with sections * Use chord changes as part of an improvised sequence * Plan and compose up to 8- beat melodic phrase using pentatonic scale * Consider rhythm of phrases * Compose a short ternary piece (A B A) |
| **Performing** | * Begin to use staff notation (see notation in key musical vocabulary below) * Play phrases fast (*allegro*) and slow (*adagio*) * Introduce the lines and spaces (*stave*) and the *clef*. * Use dot notation to show high and low notes. * Introduce *crotchets*, *quavers* and *minims*. * Apply chants to rhythms | * Play and perform melodies following staff notation (see notation in key musical vocabulary below) * Perform in 2 or more parts | * Play and perform melodies following staff notation (see notation in key musical vocabulary below) * Understand how triads are formed  (3 notes played at the same time) * Read and play short rhythmic phrases from prepared cards (see notation in key musical vocabulary below) | * Play and perform melodies following staff notation (see notation in key musical vocabulary below) * Consider dynamics when performing: very loud (*fortissimo*), very quiet (*pianissimo*), moderately loud (*mezzo* *forte*) and moderately quiet (*mezzo piano*) * Read and play short rhythmic phrases from prepared cards (see notation in key musical vocabulary below) |

|  |
| --- |
| **Listening Suggestions - Year 3** |

|  |
| --- |
| **Listening Suggestions - Year 4** |

|  |
| --- |
| **Listening Suggestions - Year 5** |
| **Listening Suggestions - Year 6** |

**Key Musical Vocabulary**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year 3** | **Year 4** | **Year 5 & 6** |
| **Rhythm** | Pulse Beat Fast (*allegro*) Slow (*adagio*) | Getting faster (*accelerando*) Getting slower (*rallentando*)  Bar | Syncopation |
| **Structure** | Call and response Echo Ostinato - repeated musical phrase | Rounds  Repetition | Music with multiple sections Ternary from  (A, B, A) |
| **Texture** | Unison | Duet  Melody + accompaniment Music in parts (Samba band) | Music in 3 or 4 parts |
| **Dynamics** | Loud (*forte*)  Quiet (*piano*) | Getting louder  (*crescendo*) Getting softer (*decrescendo*) Smooth (*Legato*) Detached (*Staccato*) | Very loud  (*fortissimo*) Very quiet (*pianissimo*) |
| **Notation** | * Crotchets * Quavers * Minims * Stave * Clef | * Crotchets * Quavers * Minims * Stave * Clef * Rests | * Crotchets * Quavers * Minims * Stave * Clef * Rests * Semibreves * Semiquavers * Time signatures  (2/4, 3/4, 4/4) |