**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** | PulseBeatFast (*allegro*)Slow (*adagio*) | Getting faster (*accelerando*)Getting slower (*rallentando*)Bar | Syncopation |
| **Structure** | Call and responseEchoOstinato - repeated musical phrase | RoundsRepetition | Music with multiple sectionsTernary from (A, B, A) |
| **Texture** | Unison | DuetMelody + accompanimentMusic 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)
 |