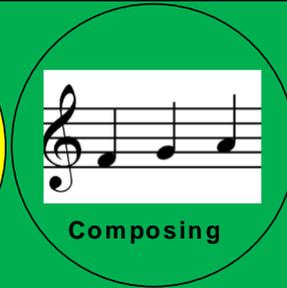
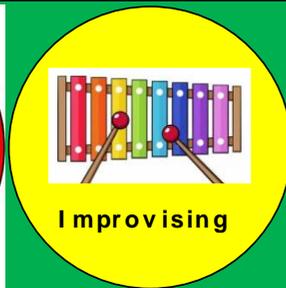


Progression of Skills



Lense	Listen & Appraise	Singing	Improvising	Composition	Performance
Year 3	<ul style="list-style-type: none"> Listen with concentration to music from different traditions/eras To confidently identify and move to the pulse. To identify and discuss the pulse, rhythm, tempo, dynamics and melody of a piece of music. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To sing songs with a recognised structure To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To sing using the dynamics <i>forte</i> and <i>piano</i>. 	<p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>Improvise using longer/shorter/faster/slower/higher/lower/louder and softer sounds on tuned and untuned percussion.</p> <p>Improvise with pitched notes moving by steps (notes adjacent to each other) and leaps (notes with gaps between them).</p> <p>Improvise by exploring the timbre (different sounds) that one instrument can make</p> <p>Improvise by inventing short responses in a call and response format using a note range of C-E.</p>	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes Plan and create a simple rhythmic accompaniment to go with a known song using ostinato patterns Compose music that has a simple recognizable structure e.g call and response/ chorus and verse Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation/ rhythmic notation with note names). 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To perform following simple hand directions from a leader To perform with an awareness of others in the group To record the performance and say how they were feeling, what they were pleased with what they would change and why using musical terminology where appropriate
Year 4	<ul style="list-style-type: none"> Talk about contrasting styles and traditions of different music using musical terms To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). 	<ul style="list-style-type: none"> To sing songs from a variety of traditions, eras and styles. To sing with an increased awareness of the tone of their voice To sing in unison and in simple two and three parts. 	<p>Improvise using instruments in the context of a song they are learning to perform.</p> <p>Improvise by combining different timbre to create a desired effect.</p> <p>Improvise using rhythmic patterns in music from different styles, eras and traditions.</p> <p>Improvise by creating short melodies or phrases that use pitched notes that move by steps or leaps using a pentatonic scale.</p>	<ul style="list-style-type: none"> Help create at least one simple melody with three or all five different notes. Plan and create a simple rhythmic accompaniment to go with a known song using ostinatos and drones. Compose music that has a recognizable structure 	<ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them.

	<ul style="list-style-type: none"> ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● Identify the use of metre in 2,3 and 4 in relation to time signatures. 	<ul style="list-style-type: none"> ● To sing songs with different time signatures ● To sing showing musical expression through phrasing and changes in tempi ● To sing with an accurate pitch ● To sing with an attention paid to different dynamics 	<p>Improvise by using dynamics, tempi and timbres to describe a feeling or mood.</p> <p>Improvise by inventing melodies or phrases that use different groupings of beats (metre 2,3,4) and effective silences (rests).</p>	<p>Begin to use basic major and minor chords to further develop compositions</p> <ul style="list-style-type: none"> ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/rhythmic and staff notation with note names) 	<ul style="list-style-type: none"> ● To talk about the best place to be when performing and how to stand or sit. ● To perform following a leader with a developing sense of ensemble ● To record the performance and say how they were feeling, what they were pleased with and why they would change and why using appropriate musical terminology
Year 5	<ul style="list-style-type: none"> ● Use musical vocabulary and knowledge to talk about music from a variety of styles, traditions and cultures, including performances of their own and others' compositions To talk about the musical dimensions working together in the Unit songs. ●Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempo) in an extract of live or recorded music ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> ● Sing in a wide variety of styles from a broad range of traditions and eras with expression, accuracy and a sense of ensemble ● To sing in unison and to sing backing vocals. ● Maintain a part of two and three-part songs, rounds and partner songs with confidence and increasing accuracy ● Communicate the meaning and mood of the song ● To sing with particular attention paid to the phrasing, dynamics and the accuracy of the pitch of the song 	<p>Improvise using instruments in the context of a song to be performed.</p> <p>Improvise over a drone, chords or harmony developing a sense of shape.</p> <p>Improvise with scales, such as pentatonic, C major or A minor.</p> <p>Improvise in a ternary form (ABA)</p> <p>Improvise using the characteristics of different styles/traditions/cultures.</p> <p>Improvise by creating a melody over a simple groove</p> <p>Improvise by experimenting with a broader range of musical dimensions, such as broader dynamics and richer textures.</p>	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Compose lyrics to match a melody ● Compose melodies over chords such as C major and A minor ● Compose music in pairs with a ternary structure ● Compose a piece with chords that reflects given intentions, e.g. descriptive music, a melody with accompaniment ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To perform with sensitivity to different dynamics and tempi ● To perform using voices and tuned percussion as part of a group with confidence and a sense of ensemble ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” using the interrelated dimensions of music to support.
Year 6	<ul style="list-style-type: none"> ● Use musical vocabulary and knowledge to discuss features of music from a variety of styles, traditions and cultures, including performances of their own and others' compositions ● To talk about the musical dimensions working together in the Unit songs. ● Recognise, identify features of expression (phrasing, 	<ul style="list-style-type: none"> ● Sing confidently in a wide variety of styles from a broad range of traditions and eras with greater accuracy, expression and a sense of ensemble ● Maintain a part of three and four-part songs, rounds and partner songs with accuracy and increasing 	<p>Improvise using instruments in the context of a song to be performed.</p> <p>Improvise by creating music with multiple sections.</p> <p>Improvise by creating music that uses different musical devices, such as repetition and contrast.</p> <p>Improvise by creating melodies that extend over 8 beats, over a fixed groove.</p> <p>Improvise using the characteristics of different styles/traditions/cultures.</p>	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Compose 8-16 bar melodies using a pentatonic scale. ● Compose melodies with pairs of phrases (question and answer form) using G major and E minor. 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To perform with sensitivity to different tempi and a full range of dynamics ● To perform using voices and tuned percussion as part of a

	<p>melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</p> <ul style="list-style-type: none"> ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Use musical vocabulary to discuss the success or effectiveness of the composer's choices for a piece of music ● Talk about the music and how it makes you feel, using musical language to describe the music 	<p>confidence, e.g. parts mixed within each group</p> <ul style="list-style-type: none"> ● Communicate the meaning and mood of the song ● Sing longer phrases with greater control ● Sing songs with syncopated rhythms ● To sing with great attention paid to the phrasing, dynamics and pitch of the song 	<p>Improvise by experimenting with a broader range of musical dimensions, such as broader dynamics and richer textures.</p>	<ul style="list-style-type: none"> ● Compose a rhythmic or chordal accompaniment to enhance composed melodies. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/rhythmic/staff notation with note names). 	<p>group with confidence and a sense of ensemble</p> <ul style="list-style-type: none"> ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” using the interrelated dimensions of music to fully evaluate the performance
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