

Music Skills Progression

Cunningham Hill Junior School



Skills	(End of KS1)	Year 3	Year 4	Year 5	Year 6	(End of KS2)
Singing	<ul style="list-style-type: none"> • Singing with expression • Using musical terms to describe how melodies are shaped. • Performing and leading simple singing games. 	<ul style="list-style-type: none"> • Using own voice to copy a given scale. • Singing expressively in time to the beat and rhythm. • Singing given songs from memory, accurately following the pitch, either in a group or alone. • Taking part in two part songs, using rounds and partner songs. • Taking part in two part harmonies. 	<ul style="list-style-type: none"> • Developing the ability to sing confidently with increasing control, accuracy and expression, in time to the beat and rhythm. • Developing the ability to maintain a simple part in rounds and partner songs. • Developing the ability to maintain a part in two part harmonies. • Beginning to understand how parts fit together and an awareness of how songs are structured. 	<ul style="list-style-type: none"> • Increasing singing skills by showing an awareness of good breath control, posture, diction and intonation when singing together. • Understanding when to use varying dynamics, pitch, tempo and expression to portray an idea or mood. • Taking part in a four part round. • Taking part in three part harmonies and descants. • Understanding how parts fit together and how songs are structured. • Increasing the repertoire of songs from different cultures. 	<ul style="list-style-type: none"> • An ability to perform songs with greater expression and meaning, solo or as part of an ensemble. • Having an awareness of the context of the song. • Taking part in a four part round with confidence. • Taking part in three part harmonies and descants with confidence. • Enjoying singing music of many different styles. 	<ul style="list-style-type: none"> • Singing with accuracy, control and expression. • Opportunities to perform publically to a high standard. • Confidence to sing songs in parts and perform and lead complex singing games. • Using the voice as an instrument in composing tasks.

<p>Performing and knowledge of musical instruments.</p>	<ul style="list-style-type: none"> • Performing with a sense of beat. • Copying simple rhythmic patterns. • Performing together as a class with an understanding of how particular parts fit into a musical piece. • Understanding how sounds are made and an ability to show physical control when playing musical instruments. 	<ul style="list-style-type: none"> • Playing simple melodies on the descant recorder. • Understanding good technique focussing on posture, breathing, tonguing and fingering. • Playing as a class ensemble to an accompaniment. • Beginning to recognise instruments of the orchestra including brass, strings, woodwind and percussion. • Developing on-going class percussion skills. • Perform given compositions from memory. • Performing simple rhythmic and melodic patterns on an instrument to accompany a song. • Performing as part of a group or individually to an audience. 	<ul style="list-style-type: none"> • Developing recorder skills. • Experiencing another instrument through the <i>First Access</i> programme. • Developing the ability to recognise instruments of the orchestra. • On-going skills maintaining simple musical parts on percussion instruments with an awareness of the whole ensemble. • Increasing confidence to performing simple rhythmic and melodic patterns on an instrument to accompany a song. • Increasing confidence to performing as part of a group or individually to an audience. 	<ul style="list-style-type: none"> • Increasing complexity of musical performance. • Performing own rhythmic and melodic ostinato on an instrument as part of a musical presentation. • Developing skills to understand how sounds are made on different instruments and have evolved through history. • Performing own compositions from memory. • Leading a group performance. 	<ul style="list-style-type: none"> • Opportunities to play music from different cultures and styles. • Working as a team to celebrate each other's musical strengths. • Performing own compositions from memory with confidence. • Performing own rhythmic and melodic ostinato on an instrument as part of a musical presentation with confidence. • Leading a group performance with confidence. 	<ul style="list-style-type: none"> • Children's musical understanding is underpinned by rapidly developing levels of expertise in performance. • Confidence to perform in different settings playing with accuracy, control and expression. • Exposure to a wide variety of musical instruments.
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<p>Improvising and composing.</p>	<ul style="list-style-type: none"> • Working as a class to use instruments effectively to compose music. • Combining sounds with an awareness of pitch, tempo, dynamics and timbre. 	<ul style="list-style-type: none"> • Developing ability to organise sounds into a structure using digital technology (<i>Garageband</i>) and classroom instruments. • Composing in pairs and threes using a variety of starting points. • Developing greater control of the musical elements to create a desired effect. • Beginning to compose three note patterns. • Beginning to compose simple tunes using the pentatonic scale. • Beginning to improvise repeating patterns (ostinato). 	<ul style="list-style-type: none"> • Organising sounds into a structure using digital technology (<i>Garageband</i>) and classroom instruments. • Composing in a group setting using a variety of starting points. • Increasing awareness of how sounds combine and layer to develop understanding of texture. • Melodic improvisation using the pentatonic scale. • Composing three note patterns. • Composing simple tunes using the pentatonic scale. • Improvising repeating patterns (ostinato). • Composing melodic songs. • Creating accompaniments for tunes, including drones. • Choosing, ordering, combining and controlling sounds to create an effect. 	<ul style="list-style-type: none"> • Improvising melodic and rhythmic phrases as part of a group performance. • Developing more complex composing skills linking to other curriculum areas. • An ability to choose and create sounds expressively and with control. • Beginning to understand when to use varying dynamics, pitch and expression to portray an idea or mood. • Beginning to layer sounds to create effects. • Composing a soundscape (a performance that creates the experience of an acoustic environment eg weather. • Increasing confidence to use ICT (including <i>Garageband</i>) to compose. 	<ul style="list-style-type: none"> • Developing confidence in composing songs and melodies with verses and a chorus and using repetition, call and response and sequence. • Using digital technology (including <i>Garageband</i>) to compose, edit and refine sounds. • Increased confidence to make own composing choices. • Thoughtfully selecting elements for a piece (including varying dynamics, pitch, texture and expression) in order to gain a desired effect or mood. • Creating rhythmic patterns with an awareness of timbre and duration. • Combining a variety of musical devices, including melody, rhythm and chords. 	<ul style="list-style-type: none"> • Children of all abilities have the skills to make creative choices using the inter-related dimensions of music separately and in combination.
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<p>Listening to music and appraising performances.</p>	<ul style="list-style-type: none"> • Reflecting on musical performance and identifying a target for improvement. • Listening with increasing concentration and understanding to a range of high quality live and recorded music. 	<ul style="list-style-type: none"> • Listening to music from different periods of music and beginning to place on a timeline. • Finding similarities and differences in the work of a great composer/musician from history. • Beginning to express opinions about music from the past. • Listening to music from a wider variety of traditions and styles. • Developing an understanding of what makes a successful performance or composition. • Reflecting on and improving own work against given criteria. • Explaining what the purpose of a piece of music might be. • Beginning to use the terms duration, timbre, tempo, pitch, beat, texture and use of silence to describe music. • Evaluating others' work thinking about pitch, mood, rhythm and tempo. 	<ul style="list-style-type: none"> • Increasing ability to place music on a timeline. • Increased confidence to compare works of great composers and musicians. • Increased confidence to express opinions about music from the past, using an increasing musical vocabulary. • Increased confidence to evaluate others' music, using an increasing musical vocabulary. 	<ul style="list-style-type: none"> • Identify musical elements within a piece of music with confidence. • Understanding what makes a successful performance or composition. • Reflecting on own compositions using a wide range of musical vocabulary. • Beginning to explore reasons for composers' tempo choices. • Comparing pieces thinking about texture, structure, tempo and dynamics. • Evaluating others' work thinking about texture, structure, tempo and dynamics. • Finding similarities and differences between different historical composers and musicians. • Explaining how the music of the past reflected the society of the time. • Explaining how music has changed over time. 	<ul style="list-style-type: none"> • Understanding how music has evolved over time and how music is written for specific occasions, times and places. • Understanding of what makes a successful performance or composition. • Reflecting on own compositions using a wide range of musical vocabulary. • Picking out details from a piece and recall these details from memory. • Comparing and evaluating pieces using a wide range of musical vocabulary. • Finding similarities and differences between different historical composers and musicians. • Explaining how the music of the past reflected the society of the time. • Explaining how music has changed over time. 	<ul style="list-style-type: none"> • Describing and compare different kinds of music using music vocabulary. • Developing appreciation of a wide range of music from different traditions and genres. • Identifying changes needed in their own and others performances and compositions.
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<p>Understanding staff and other musical notations.</p>	<ul style="list-style-type: none"> • Interpreting a range of visual symbols to represent changes in sound. 	<ul style="list-style-type: none"> • Introducing rhythmic notation and simplified traditional notation. • Introducing staff notation through class recorder playing. • Using graphic symbols to represent different sounds and instruments in listening and composing tasks. <p><i>E G A B C' through recorder playing. Quavers, crotchets, minims, semibreves, rests.</i></p>	<ul style="list-style-type: none"> • Composing and notating an 8 beat rhythm. • Playing and singing from graphic and staff notation. • Increasing confidence to interpret rhythmic and melodic notation. <p><i>Reinforcing Y4 learning by displaying notation for listening music and songs.</i></p> <p><i>Introducing dotted rhythms.</i></p>	<ul style="list-style-type: none"> • Developing confidence to recognise staff notation through songs and instrumental work. • Developing confidence to use own graphic notation. <p><i>C D E F G A B C' by displaying notation for songs and quick fire games throughout the year.</i></p> <p><i>Semi quavers.</i></p>	<ul style="list-style-type: none"> • Using traditional and graphic notation in own performance and composing. • Recognising sharp and flat symbols. • Using and understanding simple time signatures. <p><i>C D E F F# G A Bb B C' Reinforcing Y5 learning by displaying notation for listening music and songs.</i></p>	<ul style="list-style-type: none"> • Communicating and reading musical ideas through a range of notations.
<p>Cross curricular links Singing, performing, composing and listening to music in the context of...</p>		<p>T1 Food glorious food Fables, food,</p> <p>T2 Romans</p> <p>T3 Shipwrecked Adventure stories, shipwrecks, rainforests</p>	<p>T1 Raiders Anglo Saxons Beowulf</p> <p>T2 Viking sagas, animal adaptation and environment</p> <p>T3 Greek myths and plays, Ancient Greeks, Europe</p>	<p>T1 Crime and punishment through the ages, including Victorians, Earth and space</p> <p>T2 Journeys water cycle, rivers, African drumming</p> <p>T3 Egyptians</p>	<p>T1 Evacuees World War 2</p> <p>T2 Mayans</p> <p>T3 In the news</p>	

Enrichment	Year 3	Year 4	Year 5	Year 6	(End of KS2)
	First Access Descant Recorder and Concert	First Access ukulele and concert.	O2 Young Voices	O2 Young Voices	Children able to understand and appreciate the wider context of music.
	Y3 Musical show	Y4 Musical Show	Y5 Musical Show	Y6 Musical Show	
	Lower School Choir	Lower School Choir	Upper School Choir	Upper School Choir	
	Abbey Christmas Concert	Abbey Christmas Concert	Abbey Christmas Concert	Abbey Christmas Concert	
	Alban Arena Concert	Alban Arena Concert	Alban Arena Concert	Alban Arena Concert	
		School orchestra	School orchestra	School orchestra	
	Summer Concert	Summer Concert	Summer Concert	Summer Concert	
	Live musical performance from outside musician/s	Live musical performance from outside musician/s	Live musical performance from outside musician/s	Live musical performance from outside musician/s	