

Progression In Music: Knowledge and skills by Year group

	Year 3	Year 4	Year 5	Year 6
<u>SINGING</u>	<p>* Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. * Perform actions confidently and in time to a range of action songs. * Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. * Perform as a class in performance opportunities.</p>	<p>* Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). * Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. * Perform a range of songs in school/clear/year performances.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. * Sing three-part rounds, partner songs, and songs with a verse and a chorus. * Perform a range of songs within school/year/class performance opportunities and to wider audiences.</p>	<p>* Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. * Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. * Perform a range of songs within school/year/class performance opportunities and to wider audiences.</p>

**LISTENING AND  
REVIEWING**

\*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features.

\*Recognising and explaining the changes within a piece of music using musical vocabulary.

\*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre.

\*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

Recognising the use and development of motifs in music.

\*Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music.

\*Recognising, naming and explaining the effect of the interrelated dimensions of music.

\*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.

\*Using musical vocabulary to discuss the purpose of a piece of music.

\*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work

\*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).

\*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.

\*Comparing, discussing and evaluating music using detailed musical vocabulary.

\*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).

\*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.

\*Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.

				<p>*Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
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COMPOSING

Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

\*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.

\*Suggesting and implementing improvements to their own work, using musical vocabulary.

Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping.

\*Creating a piece of music with at least four different layers and a clear structure.

\*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.

\*Suggesting improvements to others' work, using musical vocabulary.

Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style.

\*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Using staff notation to record rhythms and melodies.

\*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.

Suggesting and demonstrating improvements to own and others' work.

Improvising coherently and creatively within a given style, incorporating given features.

Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.

Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.

\*Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.

Recording own composition using appropriate forms of notation and/or technology and incorporating.

\*Constructively critique their own and others' work, using musical vocabulary.

<u>PERFORMING</u>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
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<p style="text-align: center;"><u>History of Music</u></p>	<p>Understanding that music from different times has different features. (Also part of the Listening strand)</p>	<p>*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)</p>	<p>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)</p>	<p>*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)</p>
<p style="text-align: center;"><u>VOCABULARY</u></p>	<p>unison, pitch, forte, piano, pulse/beat, tempo, rhythm, improvising, tuned and untuned percussion, echo, question and answer phrases, composes, do, re and mi, note values, Glockenspiel, Middle C, trios, quartets, dot notation, adagio, allegro, stave, clef, crotchets, paired quavers, quavers, crotchet rests, tuned percussion, melody</p>	<p>octave, crescendo, decrescendo, rounds, partner songs, time signatures, pitch, pulse/beat, tempo, rhythm, improvise, legato, staccato, compose, pentatonic, minim, crotchet, crotchet rest, quaver, paired quavers, rests, major, minor, musical notation, melody, accompaniment, duet, static and moving parts, Glockenspiel, Middle C</p>	<p>three-part rounds, partner songs, verse, chorus, pitch, pulse/beat, tempo, octave, crescendo, decrescendo, rhythm, improvise, drone, tuned percussion, groove, pulse/beat, dynamics, fortissimo, pianissimo, mezzo forte, mezzo piano, compose, ternary, minim, crotchet, crotchet rest, quaver, paired quavers, rests, semiquavers, semibreves, notation, pentatonic, melody, accompaniment, duet, static and moving parts, triads, arrangements, playing by ear, Glockenspiel, Middle C</p>	<p>syncopated rhythms, three- and four-part rounds, crescendo, decrescendo, pitch, pulse/beat, tempo, rhythm, improvise, groove, compose, pentatonic, ternary, notation, melody, accompaniment, duet, static and moving parts, tuned percussion, Glockenspiel, Middle C, octave range, octave, minim, crotchet, crotchet rest, quaver, paired quavers, rests, semiquavers, semibreves</p>