

## Crawley Ridge Junior School Skills Progression

### Music

By the end of Key Stage 2 pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

	Year 3	Year 4	Year 5	Year 6
<b>Themes</b>	Three Little Birds Vivaldi's Four Seasons Recorder Let Your Spirit Fly	Mamma Mia! Glockenspiel Stop! Lean on Me Blackbird		Wartime songs
<b>Listening</b>	Recognise changes in the music using words such as 'pitch', 'timbre', 'dynamics' and 'tempo'	Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory	Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects	Identify and explore the relationship between sounds and how different meanings can be expressed through sounds and music
<b>Composing</b>	Use standard and invented symbols to represent sounds	Shape composition, conserving dynamics, timbre and tempo	Improvise and notate musical phrases to develop compositions	Compose a piece of music based on a theme

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Vocabulary	Use relevant musical vocabulary when talking about the elements of music in a piece	Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary	Use musical vocabulary to explain some of the reasons why a piece might have been composed	Describe how music can be used to create expressive effects and convey emotion
Performing	Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments	Perform significant parts from memory and from notation, either on a musical instrument or vocally	Maintain own part in a performance with confidence, accuracy and awareness of what others are playing	Take the lead in performances and provide suggestions to others
Singing	Sing songs confidently both solo and in groups	Maintain a simple part in an ensemble	Maintain a more complex part within an ensemble (e.g. sing in a round or harmony)	Identify how sounds can be combined and used expressively, layering sounds and singing in time with other performers
Pulse and Rhythm	Create and repeat extended rhythmic patterns, vocally or by using clapping	Create and repeat extended rhythmic patterns using a range of percussion and tuned instruments	Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)	Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre and duration
Notation	Use written symbols both standard and invented to represent sound	Follow a basic melody line, using standard notation	Perform from simple notation on tuned/ untuned instruments	Use/ understand staff and use unconventional notation when composing
Appreciation and Understanding	Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history	Appreciate and listen to music drawn from different traditions, cultures and composers	Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history	Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music