


HJS Curriculum Skills Progression – Music

 <b>Music Skills</b>	Year 3	Year 4	Year 5	Year 6
<p>Music in every year will include the study of the elements that make up music, musical appreciation, composition and performance and singing. Each year group is taught for some units by a music specialist teacher. All other units are taught by the class teacher.</p>				
<p><b>Listening</b></p>	<p>I can listen to musical and non-musical soundscapes and pick out some of the objects making each sound.</p> <p>I can listen to a piece of music and recognise how different parts can fit together to form an overall effect.</p> <p>I can listen to and start to recognise musical intervals, identifying 'steps' and 'leaps' between notes.</p> <p>I can listen to a piece of music and recognise some features of modern vs historical pieces.</p>	<p>I can identify different timbres of instruments.</p> <p>I can suggest words to describe the mood of a piece of music, considering how the composer may have wanted the listener to feel.</p> <p>I can recognise changes in dynamics within a piece of music.</p> <p>I can listen to a piece of historical music and respond creatively using drama, art and writing.</p>	<p>I can recognise and identify some instruments.</p> <p>I can identify how a composer uses instruments to create an effect or paint a picture in the music</p> <p>I can make predictions about how a song will sound based on the lyrics.</p> <p>I can compare features of music from two different historical periods.</p>	<p>I can recognise the themes, rhythms and instruments that composers use from different eras.</p> <p>I can describe how the pitch, dynamics and lyrics of a piece of music can convey tone and be used to manipulate an audience.</p> <p>I can start to identify and sing/play different intervals between musical notes and recognise how these intervals colour the music.</p> <p>I can compare the varying tones of pieces from the same era.</p>
<p><b>Understanding music in context (History of music and music from other cultures)</b></p>	<p>I can recognise the key rhythms and themes in sea shanties and partners songs.</p> <p>I can understand how the rhythm of a piece of music could suit its purpose.</p>	<p>I can identify some historical instruments and compare to modern versions.</p> <p>I can understand a piece of music is often written for a purpose and consider where it may have been performed.</p>	<p>I can identify some key features of historic musical styles e.g. Romantic and Baroque music.</p> <p>I can start to understand the characteristics of the musical traditions of other countries.</p>	<p>I can discuss a range of modern musical pieces using musical vocabulary.</p> <p>I can describe how non-classical composers develop musical styles.</p>

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<p><b>Composing</b></p>	<p>I can use a variety of instruments and body percussion to represent sounds from the real world</p> <p>I can show good ensemble skills including listening, sharing ideas and being able to start as a group.</p> <p>I can work with my ensemble to compose rhythms including create call and response phrases.</p>	<p>I can work with my ensemble to compose rhythms and structure these to form a piece of music.</p> <p>I can show good ensemble skills including listening, eye contact, sharing ideas and being able to start and stop as a group.</p> <p>I can include items from the composer’s checklist in my composition.</p>	<p>I can add in percussion or sound effects appropriate to the mood of a song.</p> <p>I can show good ensemble skills including listening, eye contact, sharing ideas and being able to start and stop as a group as well as following to direction of a conductor.</p> <p>I can compose pieces where the ensemble plays different rhythms that work together.</p>	<p>I can use a variety of instruments and body percussion (including in combination) to accurately represent sounds from the real world.</p> <p>I can show good ensemble skills including listening, eye contact, sharing ideas and being able to start and stop as a group as well as beginning to conduct pieces independently.</p> <p>I can compose pieces combining different rhythms and some pitched elements.</p>
<p><b>Notation</b></p>	<p>I can create symbols and a graphic score to represent the key features of a composition.</p> <p>I can perform rhythms represented in 4 beat bars containing crotchets, semiquavers, minims and rests and begin to recognise these terms.</p> <p>I can start to notate a pattern of notes to demonstrate a rise or fall of pitch.</p>	<p>I can notate my compositions using crotchets (whole beat) and quaver (half beat) notes, and understand that a rest is a beat of silence.</p> <p>I can read musical notation including semiquavers, rests, more complex semiquaver patterns and dotted rhythms</p> <p>I can read a one-line melody.</p>	<p>I can read four more complex rhythms.</p> <p>I can read clapping notations where two lines run concurrently.</p> <p>I can read a one-line melody identifying the highest and lowest pitches.</p>	<p>I can begin to read and understand the notation of a line in a two-part song.</p> <p>I can recognise how an octave is written 8 notes apart on a staff and that the 1<sup>st</sup> and 8<sup>th</sup> notes are called the same.</p> <p>I can understand how a triad is formed.</p>

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<p><b>Performing (singing and playing)</b></p>	<p>I can sing simple songs in tune with expression as part of a group or on my own.</p> <p>I can start to maintain an independent musical line within a two-part song.</p> <p>I can play a percussion part as an accompaniment to a song maintaining a rhythmic ostinato .</p>	<p>I can perform a whole class instrumental piece using dynamics.</p> <p>I can perform with contrasting dynamics.</p> <p>I can keep a regular pulse when playing rhythms that include rests.</p>	<p>I can sing and perform a song with accurate intonation.</p> <p>I can maintain an individual singing line as part of a canon.</p> <p>I can accurately echo and perform different challenging rhythms and maintain an independent rhythmic line.</p>	<p>I can perform a song with an instrumental accompaniment from a given score.</p> <p>I can maintain an independent part in a multi-part song with increasing confidence and accuracy.</p> <p>I understand how the expressive performance of songs play an important part in a dramatic production.</p> <p>I can perform a song considering how the mood is changed by adjusting tempo and dynamics</p>
<p><b>Vocabulary</b></p>	<p>Graphic score Crotchets Semi-quavers Minims Rests Ostinato Bar Beat Pitch Dynamics</p>	<p>Structure Duration Timbre Staccato Pulse</p>	<p>Mood Texture Timbre Call Response</p>	<p>Stave Triad Intervals Melody Harmony Expression Ensemble Solo Instrumental accompaniment</p>

## **National Curriculum 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.

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 interrelated 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