

Music Progression

Statutory content	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
Performing	<ul style="list-style-type: none"> •Do they sing in tune with expression? •Do they control their voice when singing? •Can they play clear notes on instruments? 	<ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they sing songs from memory with accurate pitch? •Can they improvise using repeated patterns? 	<ul style="list-style-type: none"> •Can they sing and use their understanding of meaning to add expression? •Can they maintain their part whilst others are performing their part? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? 	<ul style="list-style-type: none"> •Can they sing a harmony part confidently and accurately? •Can they perform parts from memory? •Can they perform using notations? •Can they take the lead in a performance? •Can they take on a solo part? •Can they provide rhythmic support?
Composing	<ul style="list-style-type: none"> •Can they use different elements in their composition? •Can they create repeated patterns with different instruments? •Can they compose melodies and songs? •Can they combine different sounds to create a specific mood or feeling? 	<ul style="list-style-type: none"> •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? 	<ul style="list-style-type: none"> •Can they change sounds or organise them differently to change the effect? •Can they compose music which meets specific criteria? •Can they use their notations to record groups of pitches (chords)? •Can they choose the most appropriate tempo for a piece of music? 	<ul style="list-style-type: none"> •Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) •Do they recognise that different forms of notation serve different purposes? •Can they use different forms of notation? •Can they combine groups of beats?
Appraising	<ul style="list-style-type: none"> •Can they improve their work; explaining how it has improved? •Can they use musical words (the elements of music) to describe a piece of music and compositions? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer? 	<ul style="list-style-type: none"> •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? 	<ul style="list-style-type: none"> •Can they describe, compare and evaluate music using musical vocabulary? •Can they suggest improvements to their own or others' work? •Can they contrast the work of famous composers and show preferences? 	<ul style="list-style-type: none"> •Can they refine and improve their work? •Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? •Can they analyse features within different pieces of music? •Can they compare and contrast the impact that different composers from different times will have had on the people of the time?