

Progression of Music Skills Spring Term

Skill Area	Year 3	Year 4	Year 5	Year 6
Improvise and Compose	<ul style="list-style-type: none"> • Compose a 4-beat rhythm pattern to play during instrumental sections of a song. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect.. 	<ul style="list-style-type: none"> • ‘Doodle’ with voices over the chords in the song. • Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. • Compose a fanfare using a small set of notes and short, repeated rhythms. • Invent a melody. • Fit two patterns together. • Structure musical ideas into their own compositions. 	<ul style="list-style-type: none"> • Improvise freely over a drone. • Show understanding of how a drum pattern, bassline, and riff fit together to create a • memorable and catchy groove. • Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group. • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. 	<ul style="list-style-type: none"> • Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major. • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline.
Sing and play	<ul style="list-style-type: none"> • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part, contributing to the chords accompanying the verses. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Play repeating rhythmic patterns. • Count musically. 	<ul style="list-style-type: none"> • Sing sung rhythms lightly and accurately. 	<ul style="list-style-type: none"> • Sing a song in two parts with expression and • an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. 	<ul style="list-style-type: none"> • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Decipher a graphic score. • Play Twinkle, twinkle, little star.

<p>Listen and appraise</p>	<ul style="list-style-type: none"> • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner. • Listen and compare how different composers have approached creating word-based compositions 	<ul style="list-style-type: none"> • Listen and identify similarities and differences between acoustic guitar styles. • Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. 	<ul style="list-style-type: none"> • Listen and copy back simple rhythmic and melodic patterns. • Identify drum patterns, basslines, and riffs, and play them using body percussion and voices. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine Tango. 	<ul style="list-style-type: none"> • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments
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