

Progression of Music Skills Summer Term

Skill Area	Year 3	Year 4	Year 5	Year 6
Improvise and Compose	<ul style="list-style-type: none"> • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, and follow a 'score'. 	<ul style="list-style-type: none"> • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Create ostinatos. • Layer up different rhythms. • Create and follow a score. 	<ul style="list-style-type: none"> • Compose a kecak vocal piece as part of a group. • Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing • an accompaniment, contrasting dynamics, and tempo. • Notate their ideas to form a simple score to play from. • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. 	<ul style="list-style-type: none"> • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure their ideas into a full soundtrack. • Create a rhythmic piece for drums and percussion instruments.
Sing and play	<ul style="list-style-type: none"> • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance • Sing solo or in a pair in call-and-response style. 	<ul style="list-style-type: none"> • Sing with expression and a sense of the style of the music. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. 	<ul style="list-style-type: none"> • Sing/chant a part within a kecak vocal performance. • Sing and play the melody of Kis nay banaayaa. • Sing in a 4-part round accompanied with a pitched ostinato. 	<ul style="list-style-type: none"> • Sing the chorus of Throw, catch in three-part harmony with dancing.

<p>Listen and appraise</p>	<ul style="list-style-type: none"> • Recognise and copy rhythms and pitches C-D-E. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival). • Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song. 	<ul style="list-style-type: none"> • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. • Watch a film and analyse it in a musical context. • Identify similarities and differences between pieces of music in a folk/folk-rock style. 	<ul style="list-style-type: none"> • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. • Listen and match vocal and instrumental sounds to each other, and to notation. • Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. • Understand and recognise ternary form. 	<ul style="list-style-type: none"> • Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstrate coordination and keeping a steady beat by dancing to bhangra music.
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