

Progression of Music Skills Autumn Term

Skill Area	Year 3	Year 4	Year 5	Year 6
Improvise and Compose	<ul style="list-style-type: none"> • Compose a pentatonic ostinato. • Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. 	<ul style="list-style-type: none"> • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Improvise and compose, creating atmospheric music for a scene with a given set of instruments. • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. 	<ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can be developed into fully fledged songs. 	<ul style="list-style-type: none"> • Compose a syncopated melody using the notes of the C major scale. • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song.
Sing and play	<ul style="list-style-type: none"> • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Sing by improvising simple melodies and rhythms. 	<ul style="list-style-type: none"> • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with This little light of mine. • Sing Part 1 of a partner song rhythmically. 	<ul style="list-style-type: none"> • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Develop and practise techniques for singing and performing in a Gospel style. 	<ul style="list-style-type: none"> • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble

<p>Listen and appraise</p>	<ul style="list-style-type: none"> • Listen and identify where notes in the melody of the song go down and up. • Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that the songs are from different places in the • world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. • Understand that a folk song is music that belongs to the people of a particular place. • Identify how the pitch and melody of a song has been developed using symmetry. 	<ul style="list-style-type: none"> • Listen and move in time to songs in a Gospel style. • Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm). • Talk about the effect of particular instrument sounds (timbre). • Understand that instruments can be used individually and in combination to create different effects of timbre and texture. 	<ul style="list-style-type: none"> • Talk about the purpose of sea shanties and describe some of the features using music vocabulary. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound. Talk about music using appropriate music vocabulary • (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.) • Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. • Understand techniques for creating a song, and develop a greater understanding of the songwriting process. 	<ul style="list-style-type: none"> • Listen to historical recordings of big band swing, and describe features of the music using music vocabulary. • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow movement piece in response to music.
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