



Cunningham Hill Junior School - Music Skills Progression

Music Intent

Music makes an important contribution to the life of our school so we celebrate, promote and encourage it in our curriculum and extra-curricular activities. We aim to offer an inclusive, compelling and engaging music curriculum, in line with National Curriculum objectives. We want each child to aspire to sing, play, compose, and improvise with confidence to the best of their ability, providing regular opportunity for live performance. We build on the diverse musical activities, interests and experiences of our school community, both in and out of school, challenging all children to aim high in their performing and composing. We listen respectfully to each other, offering praise and constructive criticism. Learners are given the opportunity to look beyond their own musical experience by listening to music from a variety of historical periods, styles, traditions and genres, being encouraged to identify and articulate areas of likes and dislikes. We want children to be actively engaged in making music in all their lessons: listening actively, improving their singing, working collaboratively in groups, notating their music and using a variety of tuned and un-tuned percussion and ICT.

SINGING				PLAYING				IMPROVISING			
Year 3		Year 4		Year 3		Year 4		Year 3		Year 4	
Singing expressively in time to the beat and rhythm.	Singing given songs from memory, accurately following the pitch, either in a group or alone.	Developing the ability to sing confidently with increasing control, accuracy & expression, in time to the beat and rhythm.	Developing the ability to maintain a simple part in rounds & partner songs.	Playing simple melodies on the glockenspiel or descant recorder.	Following simple performance directions eg tempo, dynamics, start & stop.	Maintaining simple musical parts on percussion instruments with an awareness of the whole ensemble.	Increasing confidence to perform simple rhythmic and melodic patterns on an instrument to accompany a song.	Beginning to improvise repeating rhythmic and melodic patterns.	Improvising simple melodies using a pentatonic scale, in time with the beat.	Improvising repeating patterns (ostinato) in time with the beat.	

COMPOSING				LISTENING				NOTATING			
Year 3		Year 4		Year 3		Year 4		Year 3		Year 4	
Composing in pairs and threes using a variety of starting points.	Developing ability to organise sounds into a structure using digital technology (<i>Garageband</i>) and classroom instruments.	Composing in a group setting using a variety of starting points.	Choosing, ordering & controlling sounds to create an effect.	Beginning to express opinions about music.	Beginning to use the terms duration, timbre, tempo, pitch, beat, texture and use of silence to describe music.	Increased confidence to express opinions about music, using an increasing musical vocabulary.	Increased confidence to evaluate others' music, using an increasing musical vocabulary eg texture, timbre, tempo, dynamics, pitch, rhythm.	Use graphic symbols to represent different sounds and instruments to indicate when to play & rest.	Beginning to recognise notes on a staff & standard rhythm notation.	Increased confidence in creating and following graphic scores.	Increased confidence to sing and play from standard melodic and rhythmic notation.

SINGING		PLAYING				IMPROVISING	
Year 5		Year 6		Year 5		Year 6	
Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing & accurate tone.	Maintain an independent part in a song.	Take part in a four part round with confidence.	Perform songs with greater expression and meaning, solo or as part of an ensemble.	Performing own compositions from memory.	Performing own rhythmic and melodic ostinato on an instrument as part of a musical presentation.	Performing own compositions from memory with confidence.	Performing own rhythmic and melodic ostinato on an instrument as part of a musical presentation with confidence.
Improvising melodic and rhythmic phrases as part of a group performance.	Increasing confidence to use ICT (including <i>Garageband</i>) to compose.	Creating rhythmic patterns with an awareness of timbre and duration.	Using digital technology (including <i>Garageband</i>) to compose, edit and refine sounds.				

COMPOSING		LISTENING				NOTATING	
Year 5		Year 6		Year 5		Year 6	
Use a variety of musical devices, timbres, textures, dynamics, techniques etc when creating & making music.	Beginning to layer sounds to create effects.	Thoughtfully selecting elements for a piece (including varying dynamics, pitch, texture and expression) in order to gain a desired effect or mood	Increased confidence to make own composing choices.	Evaluating own and others' work thinking about texture, structure, tempo and dynamics.	Finding similarities and differences between different historical composers and musicians.	Reflecting on own compositions using a wide range of musical vocabulary.	Show an increasing awareness of music history by correctly placing music within broad periods on a timeline.
Developing confidence to recognise staff notation through songs and instrumental work.	Using traditional and graphic notation in own performance and composing.						