

LEYS FARM JUNIOR SCHOOL

Music Progression

Year group	Performing	Composing	Appraising
3	<ul style="list-style-type: none"> • Do they sing songs from memory with increasing expression, accuracy and fluency? • Do they maintain a simple part within an ensemble? • Do they modulate and control their voice when singing and pronounce the words clearly? • Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? • Can they improvise (including call and response) within a group using the voice? • Can they collaborate to create a piece of music? <p>Listening</p> <ul style="list-style-type: none"> • Describe music using appropriate vocabulary • Begin to compare different kinds of music • Recognise differences between music of different times and cultures. 	<ul style="list-style-type: none"> • Can they create repeated patterns using a range of instruments? • Can they combine different sounds to create a specific mood or feeling? • Do they understand how the use of tempo can provide contrast within a piece of music? • Can they begin to read and write musical notation? • Can they effectively choose, order, combine and control sounds to create different textures? • Can they use silent beats for effect (rests)? • Can they combine different inter-related dimensions of music, e.g. fast/slow, high/low, loud/soft, in their composition? 	<ul style="list-style-type: none"> • Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? • Can they evaluate and improve their work, explaining how it has improved using a success criterion? • Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? • Are they able to recognise a range of instruments by ear? • Can they internalise the pulse in a piece of music? • Can they identify the features within a piece of music?
Year 3 Greater depth:	<i>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</i>	<ul style="list-style-type: none"> • <i>Can they create accompaniments for melodies?</i> • <i>Can they compose a simple piece of music that they can recall to use again?</i> • <i>Do they understand metre in 4 beats; then 3 beats?</i> 	<ul style="list-style-type: none"> • <i>Can they recognise changes in sounds that move incrementally and more dramatically?</i> • <i>Can they compare repetition, contrast and variation within a piece of music?</i>
4	<ul style="list-style-type: none"> • Can they perform a simple part of an ensemble rhythmically? • Can they sing songs from memory with increasing expression, accuracy and fluency? 	<ul style="list-style-type: none"> • Can they use notations to record and interpret sequences of pitches? 	<ul style="list-style-type: none"> • Can they explain why silence is used in a piece of music and say what effect it has?

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	<ul style="list-style-type: none"> • Can they improvise using repeated patterns with increasing accuracy and fluency? <p>Listening</p> <ul style="list-style-type: none"> • Describe what they hear using a wider range of musical vocabulary • Recognise how the inter-related dimensions of music are used by composers to create different moods and effects • Understand the cultural and social meaning of lyrics • Appreciate harmonies, drone and ostinato • Explore ways the way in which sounds are combined towards certain effects • Understand the relationship between lyrics and melody. 	<ul style="list-style-type: none"> • Can they use notations to record compositions in a small group or on their own? • Can they use notation in a performance? 	<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 use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?
Year 4 Greater depth:	<i>Can they use selected pitches simultaneously to produce simple harmony?</i>	<ul style="list-style-type: none"> • <i>Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</i> • <i>Can they show how they can use dynamics to provide contrast?</i> 	<i>Can they identify how a change in timbre can change the effect of a piece of music?</i>
5	<ul style="list-style-type: none"> • Can they sing and use their understanding of meaning to add expression? • Can they perform 'by ear' and from simple notations? • 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 begin to use standard notation? • Can they use their notations to record groups of pitches (chords)? • Can they choose the most appropriate tempo for a piece of music? • Can they use technology to compose music which meets a specific criterion? <p>Listening</p>	<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 choose the most appropriate tempo for a piece of music?

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	<ul style="list-style-type: none"> • Can they maintain their part whilst others are performing their part? <p>Listening</p> <ul style="list-style-type: none"> • Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary • Analyse and compare features from a wide range of music • Discern and distinguish layers of sound and understand their combined effect 	<ul style="list-style-type: none"> • Identify cyclic patterns – verse and chorus, coda • Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music. 	<ul style="list-style-type: none"> • Can they identify and begin to evaluate the features within different pieces of music? • Can they contrast the work of established composers and show preferences?
<p>Year 5 Greater depth:</p>	<ul style="list-style-type: none"> • <i>Can they use pitches simultaneously to produce harmony by building up simple chords?</i> • <i>Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</i> 	<ul style="list-style-type: none"> • <i>Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</i> 	<ul style="list-style-type: none"> • <i>Can they explain how tempo changes the character of music?</i> • <i>Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</i>
6	<ul style="list-style-type: none"> • Can they begin to sing a harmony part? • Can they begin to perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? • Can they perform parts from memory? <p>Listening</p> <ul style="list-style-type: none"> • Evaluate differences in live and recorded performances • Consider how one piece of music may be interpreted in different ways by different 	<ul style="list-style-type: none"> • Do they recognise that different forms of notation serve different purposes? • Can they combine groups of beats? • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) 	<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 compare and contrast the impact that different composers from different times will have had on the people of the time? • Can they analyse features within different pieces of music?

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	performers, sometimes according to venue and occasion		
Year 6 Greater depth:	<ul style="list-style-type: none">• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?	<p>Can they show how a small change of tempo can make a piece of music more effective?</p> <ul style="list-style-type: none">• Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?	<p>Can they appraise the introductions, interludes and endings for songs and compositions they have created?</p>