


Woodside Junior School

Music skills progression



Skills progression More able skills Covered in Autumn ✓ Covered in Spring ✓ Covered in Summer ✓				
	Year 3	Year 4	Year 5	Year 6
Singing	Sing a range of unison songs with varying styles and structure Perform Forte (loud) and Piano (soft) Perform actions confidently and in time to a range of action songs Walk, move or clap a steady beat changing the speed of the beat as the tempo of the music changes (whilst singing) Perform songs in concert	Continue to sing a broad range of unison songs Pitch the voice accurately Follow directions for getting louder (crescendo) and quieter (diminuendo) Sing rounds and partner songs Sing in different time signature eg. 2,3 and 4 Begin to sing repertoire with small and large leaps (intervals) Introduce vocal harmony (simple second part) Perform songs in concert	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance Observe phrasing, accurate pitching and appropriate style Sing three part rounds and partner songs Continue to sing in different time signatures Continue to sing repertoire with a range of intervals Perform songs in concert	Sing a broad range of songs including those that involve syncopated rhythms with a sense of ensemble and performance Observe rhythm, phrasing, accurate pitching and appropriate style Continue to sing three and four part rounds and partner songs Experiment with positioning singers randomly within a group (no longer in discrete parts / in order to develop greater listening skills and vocal independence) Perform songs in concert
Listening	Pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing is developed. They listen to recorded performances and experience live music both in school and out through trips to local	Pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing is developed. They listen to recorded performances and experience live music both in school and out through trips to local	Pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing is developed. They listen to recorded performances and experience live music both in school and out through trips to local	Pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing is developed. They listen to recorded performances and experience live music both in school and out through trips to local

	secondary school performances.	secondary school performances.	secondary school performances.	secondary school performances.
Composing (Improvising)	<p>Become more skilled in improvising using voices and untuned percussion.</p> <p>Make simple improvisations on the recorder, inventing 'on the spot' responses using a limited note range (eg B-A-G)</p> <p>Structure musical ideas eg question and answer or compositions with a beginning, middle and end.</p> <p>Compose in response to different stimuli (pictures, photographs, music, chants, poems, stories)</p> <p>Compose and manipulate sounds using digital technologies (Audacity).</p>	<p>Become more skilled in improvising using voices and tuned and untuned percussion.</p> <p>Improvise using the chords learnt on the ukulele.</p> <p>Make use of musical features in compositions including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p>	<p>Improvise freely developing sense of shape and character, using tuned percussion and glockenspiels.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p>	<p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Continue to experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p>
Composing (composition)	<p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi- or B-A-G on the recorder)</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases (using 5 notes in a row (eg C, D, E, F, G) using chime bars and hand bells. Play these phrases as self- standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars eg </p> <p>Explore developing knowledge of</p>	<p>Compose melodies made from pairs of phrases in C major or A minor on glockenspiels (C, D, E, F, G, A, B, C) These melodies can be enhanced with rhythmic accompaniment.</p> <p>Working in pairs, compose a short ternary piece (A,B,A)</p> <p>Use chords (on glockenspiels) to compose music to evoke a specific atmosphere, mood or environment. Pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and</p>	<p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) on keyboards or tuned percussion and incorporate rhythmic variety and interest. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in G major on keyboards (G, A, B, C, D, E, F# G) These could be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece (A, B, A)</p>

		<p>musical components by composing music to create a specific mood, for example creating music to accompany a short film clip (Dr Who)</p> <p>Introduce major and minor chords (ukulele)</p> <p>Include Ukulele, chime bars, hand bells etc to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, or technology.</p>	<p>time signatures, staff notation or technology.</p>	
<p>Performing-instrumental performing</p>	<p>Begin to play the recorder. Play and perform melodies following staff notation using the range B, A, G, F, E) as a whole class on in small groups.</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy (eg teacher plays a short 2 note phrase and pupil copies)</p> <p>Do this at different speeds (allegro and adagio- fast and slow)</p> <p>Extend to question-and-answer phrases if appropriate.</p>	<p>Begin to play the ukulele.</p> <p>Play and perform melodies following staff notation using the range B, A, G, F, E) as a whole class on in small groups (chime bars and hand bells for example)</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>Perform simple, chordal accompaniments to familiar songs on the ukulele.</p> <p>Identify static and moving parts (eg one part plays a single note repeatedly and another part plays a melody)</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy (eg teacher plays a short 3 note phrase and pupil copies)</p>	<p>Begin to play the glockenspiel.</p> <p>Play and perform melodies following staff notation using the range C- C as a whole class or in small groups on glockenspiels.</p> <p>Understand how triads are formed, and play them on tuned glockenspiels. (eg C, E, G / G, B, D)</p> <p>Perform simple, chordal accompaniments to familiar songs on glockenspiels (whole class)</p> <p>Identify static and moving parts (eg one part plays a single note repeatedly and another part plays a melody)</p> <p>Perform a range of repertoire pieces and arrangements combining instruments to form mixed ensembles.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer</p>	<p>Begin to play the keyboard.</p> <p>Play and perform melodies following staff notation using the range C- C as a whole class or in small groups on keyboards</p> <p>Make decisions about dynamic range, including very loud, very quiet moderately loud and moderately quiet (Forte and piano, mf and mp)</p> <p>Accompany this same melody, and others, using block chords or a bass line.</p> <p>Continue to develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p>

		<p>Do this at different speeds (allegro and adagio- fast and slow)</p> <p>Extend to question-and-answer phrases if appropriate.</p>	<p>phrases and familiar melodies.</p>	
<p>Performing-reading notation</p>	<p>Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (B, A, G, F, E)</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Further understand the differences between semibreves, minims, crotchets, crotchet rests and paired quavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (C- C).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (C- C).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note and rest durations.</p>
<p>Vocabulary</p>	<p>Chant, beat, rhythm, compose, accompaniment, notes, stave, graphic score, digital technology, sound effects, electronic music, mix, layering, time signature, orchestra, instrument, wind, brass, flute, clarinet, oboe, bassoon, trumpet, trombone, French horn, saxophone, recorder, composer, musician, time period, forte, piano, improvise, phrase, allegro, adagio, pitch, stave, line, space, clef, crotchet, quaver, syllable</p>	<p>Genre, round, partner song, composition, ukulele, chromatic scale, sharp, flat, major, minor, chord, soprano, concert, tenor, baritone, frets, tuning, pegs , neck , sound hole , strings , bridge , body, pitch, strumming, body percussion, symphony, instruments, orchestra, pitch, crescendo, diminuendo, leaps, intervals, time signature, harmony, compose, improvise, legato, staccato, structure, bar, crotchet, crotchet rest, time signature, graphic symbols, accompaniment, duet, allegro, adagio</p>	<p>Phrase, pitch, round, time signature, intervals, improvise, groove, beat, melody, forte, piano, fortissimo, pianissimo, mezzo piano, mezzo forte, dynamics, ternary, mood, atmosphere, triad, staff notation, bars, beats, chord, static part, moving part, triad, ensemble, crotchet, quavers, minim, semibreve, time signature</p>	<p>Syncopated rhythm, ensemble, phrasing, style, pitch, rounds, partner songs, repetition, contrast, chords, sequence, groove, shape, melody, forte, piano, fortissimo, pianissimo, mezzo piano, mezzo forte, dynamics, pentatonic scale, G major, sharps, flats, ternary, semibreve, minim, crotchet, quaver, semiquaver, octave, rests,</p>