

**Music Key Skills Progression Ladder Year 3 – Year 6**

	Year 3	Year 4	Year 5	Year 6
<b>Play and perform</b>	<p>Sing in tune.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Improvise repeated patterns.</p> <p>Beginning to understand the importance of pronouncing the words in a sing well.</p> <p>Start to show control in voice.</p> <p>Perform with confidence.</p>	<p>Sing in tune with awareness of others.</p> <p>Perform simple melodic and rhythm parts with awareness of others.</p> <p>Improvise repeated patterns growing in sophistication.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>Show control in voice.</p> <p>Play notes on instruments with care so they sound clear.</p> <p>Perform with control and awareness of what others in group are singing or playing.</p>	<p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Breathe well and pronounce words, change pitch and show control in singing.</p> <p>Perform songs in a way that reflects their meaning and occasion.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Play and accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>Perform significant parts from memory and from notations with awareness of my own contribution.</p> <p>Refine and improve my own work.</p> <p>Sing or play from memory with confidence, expressively and in tune.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Take turns to leads a group.</p> <p>Sing a harmony part confidently and accurately.</p>
<b>Improvise and compose music</b>	<p>To compose music that combines musical elements.</p>	<p>Compose music that combines several layers of sound.</p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience.</p>	<p>Improvise melodic and rhythmic material within given structures.</p>

	<p>Carefully choose sounds to achieve an effect.</p> <p>Order my sounds to help create an effect.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>Awareness of the effect of several layers of sound.</p> <p>Compose and perform melodies and songs. (Including using ICT).</p> <p>Use sound to create abstract effects.</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>Compose by developing ideas within musical structures.</p> <p>Improvise melodic and rhythmic phases as part of a performance.</p> <p>Improvise within a group.</p>	<p>Show thoughtfulness in selecting sounds and structures to convey an idea.</p> <p>Create my own musical patterns.</p> <p>Use a variety of different musical devices including melody, rhythms, and chords.</p>
<b>Listen with attention to detail and recall sounds</b>	<p>To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians.</p>	<p>To notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>To comment on musicians use of technique to create effect.</p>	<p>Notice and explore the relationship between sounds.</p> <p>Notice and explore how music reflects different intentions.</p>	<p>Notice, comment on and compare the use of musical devices.</p> <p>Notice, comment on and compare the relationship between sounds.</p> <p>Notice, comment on, compare and explore how music reflect different intentions.</p>
<b>Use and understand staff and other musical notation</b>	N/A	<p>Learn to read music during recorder lessons.</p> <p>Use staff and musical notation when composing work.</p>	<p>Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p>	<p>Use a variety of notation when performing and composing.</p> <p>Compose music for different occasions using appropriate musical devices.</p>

		<p>Know how many beats in a minim, crotchet and semibreve and I recognise their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect in my music.</p>	<p>Read the musical stave and can work out the notes, EGBDF and FACE.</p> <p>Draw a treble clef at the correct position on the stave.</p>	<p>Quickly read notes and know how many beats they represent.</p> <p>Use a range of words to help describe music. (e.g. pitch, duration, dynamic, tempo, timbre, texture, and silence).</p> <p>Describe music using musical words and use this to identify strengths and weaknesses in music.</p>
<p><b>Appreciate and understand a wide range of live and recorded music</b></p>	<p>Begin to recognise and identify instruments being played.</p> <p>Comment on likes and dislikes.</p> <p>Recognise how musical elements can be used together to compose music.</p>	<p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Compare music and express growing tastes in music.</p> <p>Explain how musical elements can be used together to compose music.</p>	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>
<p><b>Develop an understanding of the history of music</b></p>	<p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Understand that the sense of occasion affects the performance.</p>	<p>Understand that the sense of occasion affects the performance.</p> <p>Combine sounds expressively.</p>	<p>Understand the different cultural meanings and purposes of music, including contemporary culture.</p> <p>Use different venues and occasions to vary my performance.</p>	<p>Notice and explore how music reflects time, place and culture.</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural.</p> <p>Use different venues and occasions to vary my performances.</p>