

Music Key Skills and Knowledge Progression Ladder Year 3 – Year 6 at Norton Primary School

	Year 3	Year 4	Year 5	Year 6
Play and Perform	<p>Sing in tune.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Beginning to understand the importance of pronouncing the words in a song well.</p> <p>Start to show control in voice.</p> <p>Perform with confidence.</p> <p>Play untuned and tuned percussion instruments with more control.</p>	<p>Sing in tune with awareness of others.</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 the group are singing or playing.</p> <p>Perform simple melodic and rhythmic parts with control and awareness of others.</p>	<p>Perform songs communicating the meaning of the lyrics and melody using dynamics, articulation and tempo changes.</p> <p>Whilst performing by ear and from notations, maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Perform songs with an awareness of the meaning of the words and the occasion.</p> <p>Hold a part in a round.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel or untuned percussion instruments).</p>	<p>Perform significant parts from memory and from notations with awareness of own contribution.</p> <p>Follow the conductor and use musical elements in performances</p> <p>Refine and improve 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. Take turns to lead a group.</p> <p>Sing a harmony part confidently and accurately.</p>
Improvise and compose music	<p>Compose music that combines musical elements.</p> <p>Improvise repeated patterns.</p> <p>Carefully choose sounds to achieve an effect.</p> <p>Order sounds to help create an effect.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>Compose music that combines several layers of sound and show awareness of this effect.</p> <p>Improvise repeated patterns growing in sophistication.</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 music which combines more layers of sound and show awareness of this effect.</p> <p>Compose ideas within musical structures.</p> <p>Improvise melodic and rhythmic phases as part of a group performance. E.g. create a melodic ostinato as an accompaniment to a song.</p> <p>Improvise within a group.</p>	<p>Improvise melodic and rhythmic material within given structures.</p> <p>Show thoughtfulness in selecting and layering sounds and structures to convey an idea.</p> <p>Create own musical patterns.</p> <p>Use a variety of different musical devices including melody, rhythms, chords and scales.</p> <p>Understand and apply the elements of music to compositions.</p>

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Listen with attention to detail and recall sounds.	<p>Notice and explore the way sounds can be combined and used expressively.</p> <p>Listen to and begin to analyse pieces of music from different types of composers, using appropriate musical vocabulary.</p> <p>Listen carefully and clap back longer rhythms</p> <p>Sing back notes from short and simple phrases</p>	<p>Notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>Comment on musicians use of technique to create effect.</p> <p>Identify different instruments from their sounds.</p> <p>Identify certain musical features e.g. dynamics, tempo, timbres.</p>	<p>Notice and explore the relationship between sounds.</p> <p>Notice and explore how music reflects different intentions.</p> <p>Listen to short piece of music and identify the metre of 2 or 3 time.</p> <p>Identify changing features within pieces of music, e.g. changes of note lengths, tempo, textures etc</p>	<p>Notice, comment on and compare the use of musical devises.</p> <p>Notice, comment on and compare the relationship between sounds.</p> <p>Notice, comment on, compare and explore how music reflects different intentions.</p>
Use and understand staff and other musical notation.	<p>Begin to write down simple pieces using graphic notations and by using letter names for notes.</p> <p>Compose, read and perform from these notations.</p> <p>Begin to develop the concept of music notation through using staff notation for crotchets, minims and quavers.</p>	<p>Begin to use staff and musical notation when composing work.</p> <p>Be able to read and perform crotchets, quavers, minims and semibreves accurately.</p> <p>Know the symbol for rests in music and use silence for effect in own music</p>	<p>Know and use standard musical notation of quaver, crotchet, minim and semibreve.</p> <p>Read the treble clef musical stave and work out the notes, EGBDF and FACE.</p> <p>Understand the meaning of a time signature/metre and how bar lines and a double bar line are used.</p>	<p>Use of a variety of notation when performing and composing.</p> <p>Quickly read notes and understand how they may be positioned on the stave.</p> <p>Use a range of technical words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.)</p>

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<p>Appreciate and understand a wide range of live and recorded music.</p>	<p>Begin to recognise and identify instruments being played. Comment on likes and dislikes.</p> <p>Recognise how musical elements can be used together to compose music.</p> <p>Begin to understand the timeline for Western musical tradition and name the eras. Early, Renaissance, Baroque, Classical, Romantic, Modern.</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>Learn about music from different countries and how it has evolved and grown.</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>Develop an understanding of the history of music.</p>	<p>Begin to 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 performances.</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 culture.</p> <p>Use different venues and occasions to vary performances.</p>