



**Progression - Music**

Year 3	Year 4	Year 5	Year 6
<b>Improvise and Compose Term 1</b>			
<p>Compose a pentatonic ostinato.</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment</p>	<p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</p> <p>Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</p> <p>Create short sounds inspired by colours and shapes.</p> <p>Structure musical ideas into a composition.</p> <p>Create and read graphic scores.</p>	<p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook</p> <p>Create fragments of songs that can be developed into fully fledged songs.</p>	<p>Compose a syncopated melody using the notes of the C major scale.</p> <p>Create their own song lyrics.</p> <p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it</p> <p>Structure their ideas into a complete song</p>
<b>Improvise and Compose Term 2</b>			
<p>Working in small groups, sing a call-and-response song with an invented drone accompaniment.</p> <p>Compose a 4-beat rhythm pattern to play during instrumental sections of a song.</p>	<p>Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</p> <p>Doodle' with voices over the chords in the song.</p>	<p>Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove.</p> <p>Improvise freely over a drone.</p>	<p>Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Compose an 8-bar piece on percussion, in 3-time, and using chords F major 'and C major.</p>



<p>Explore ways to create word-based pieces of music.</p> <p>Explore ways to communicate atmosphere and effect.</p>	<p>Compose a fanfare using a small set of notes and short, repeated rhythms.</p> <p>Invent a melody.</p> <p>Fit two patterns together.</p> <p>Structure musical ideas into their own compositions.</p>	<p>Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p> <p>Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</p>	<p>Learn some simple choreography to accompany a disco song.</p> <p>Create variations using a wide variety of composing techniques.</p> <p>Improvise on top of a repeating bassline.</p>
<b>Improvise and Compose Term 3</b>			
<p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, and follow a 'score'</p>	<p>Compose a pentatonic melody.</p> <p>Improvise and create pentatonic patterns.</p> <p>Use notation to represent musical ideas.</p> <p>Create ostinatos.</p> <p>Layer up different rhythms.</p> <p>Create and follow a score</p>	<p>Compose a kecak vocal piece as part of a group.</p> <p>Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</p> <p>Notate their ideas to form a simple score to play from.</p> <p>Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p>	<p>Create an accompaniment.</p> <p>Create an extended melody with four distinct phrases.</p> <p>Experiment with harmony</p> <p>Structure their ideas into a full soundtrack.</p> <p>Create a rhythmic piece for drums and percussion instruments.</p>
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Sing and Play Term 1</b>			



<p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Play melodic and rhythmic accompaniments to a song.</p> <p>Sing by improvising simple melodies and rhythms.</p>	<p>Sing in a Gospel style with expression and dynamics.</p> <p>Play a bass part and rhythm ostinato along with This little light of mine.</p> <p>Sing Part 1 of a partner song rhythmically.</p>	<p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Develop and practise techniques for singing and performing in a Gospel style.</p> <p>Keep the beat playing a 'cup' game.</p>	<p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble</p>
<b>Sing and Play Term 2</b>			
<p>Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</p> <p>Play a one-note part, contributing to the chords accompanying the verses.</p> <p>Learn a part on tuned percussion and play as part of a whole-class performance.</p> <p>Sing Part 2 of a partner song rhythmically.</p> <p>Adopt a rhythmic accompaniment while singing.</p> <p>Play repeating rhythmic patterns.</p>	<p>Sing swung rhythms lightly and accurately.</p>	<p>Sing a song in two parts with expression and an understanding of its origins.</p> <p>Sing a round and accompany themselves with a beat.</p> <p>Play a drone and chords to accompany singing.</p>	<p>Sing a round accurately and in a legato style.</p> <p>Sing a chorus in two-part harmony with dancing on the beat.</p> <p>Decipher a graphic score.</p> <p>Play Twinkle, twinkle, little star using a tuned instrument.</p>



Count musically.			
<b>Sing and Play Term 3</b>			
<p>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</p> <p>Perform vocal percussion as part of a group.</p> <p>Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance</p> <p>Sing solo or in a pair in call-and-response style.</p>	<p>Sing with expression and a sense of the style of the music.</p> <p>Sing the chorus of Throw, catch in three-part harmony with dancing.</p> <p>Play an instrumental part as part of a whole-class performance.</p> <p>Sing a part in a partner song, rhythmically and from memory.</p>	<p>Sing/chant a part within a kecak vocal performance.</p> <p>Sing and play the melody of Kis nay banaayaa.</p> <p>Sing in a 4-part round accompanied with a pitched ostinato.</p>	Sing the chorus of Throw
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listen and Appraise Term 1</b>			
<p>Listen and identify where notes in the melody of the song go down and up.</p> <p>Begin to develop an understanding and appreciation of music from different musical traditions.</p> <p>Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds.</p>	<p>Listen and move in time to songs in a Gospel style.</p> <p>Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm).</p> <p>Talk about the effect of particular instrument sounds (timbre).</p> <p>Understand that instruments can be used individually and in combination</p>	<p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p> <p>Recognise individual instruments and voices by ear.</p> <p>Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound.</p>	<p>Listen to historical recordings of big band swing, and describe features of the music using music vocabulary.</p> <p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Identify features of timbre, instrumentation, and expression in an extract of recorded music.</p>



<p>Pupils can use some musical vocabulary to describe these things.</p> <p>Understand that a folk song is music that belongs to the people of a particular place.</p> <p>Identify how the pitch and melody of a song has been developed using symmetry.</p>	<p>to create different effects of timbre and texture.</p>	<p>Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)</p> <p>Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.</p> <p>Understand techniques for creating a song, and develop a greater understanding of the songwriting process.</p>	<p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create a shadow movement piece in response to music.</p>
<p><b>Listen and Appraise Term 2</b></p>			
<p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p>Develop active listening skills by responding to musical themes through movement.</p> <p>Understand the structure of rondo form (A-B-A-C-A).</p> <p>Develop a sense of beat and rhythmic pattern through movement.</p> <p>Experience call-and-response patterns through moving with a partner.</p>	<p>Listen and identify similarities and differences between acoustic guitar styles.</p> <p>Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</p>	<p>Listen and copy back simple rhythmic and melodic patterns.</p> <p>Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.</p> <p>Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p> <p>Demonstrate an understanding of the history of Argentine Tango</p>	<p>Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p> <p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments</p>



<p>Listen and compare how different composers have approached creating word-based compositions.</p>			
<b>Listen and Appraise Term 3</b>			
<p>Recognise and copy rhythms and pitches C-D-E.</p> <p>Move in time with the beat of the music.</p> <p>Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).</p> <p>Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</p>	<p>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p>Watch a film and analyse it in a musical context.</p> <p>Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>	<p>Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.</p> <p>Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p>Recognise that music can describe feelings and tell a story.</p> <p>Listen, appraise, and respond to music using drawings and words</p> <p>Understand and recognise ternary form.</p>	<p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</p> <p>Understand different ways that rhymes work in songs.</p> <p>Identify different elements of a song's structure</p> <p>Understand the concept of identity and how you can express that in songs.</p> <p>Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary</p> <p>Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p>