

Progression in Music Skills – St George’s Primary School, Wallasey

Key Stage 2

Years 3 to 6

<i>Musical Skills</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Singing songs with control, using the voice expressively</i>	Sing in tune using a wider vocal range. Recognise the structure of a song – introduction, verse and chorus. Identify phrases within songs. Internalise sounds by singing part of a song “in their heads.” Demonstrate “call and response” using voice within a group.	Sing songs using different vocal effects and control. Sing songs with an awareness of elements – timbre, tempo, dynamics Maintain a simple part within a group (harmony). Perform more complex songs within a choir, showing awareness of others.	Sing from memory with increasing confidence. Demonstrate an increasing awareness of posture, diction and breathing. Sing solo or as part of an ensemble. Hold a part within a round.	Sing a harmony part confidently and accurately. Perform with controlled breathing and phrasing. Sustain a drone or a melodic ostinato to accompany singing. Sing confidently as a class, in small groups and alone and begin to develop improvisation with the voice.
<i>Listening, Memory and Movement</i>	Demonstrate accurate use of the musical terms: duration, beat, tempo, texture, pulse to describe music. Evaluate music using musical vocabulary to justify personal responses.	Recognise the relationship between lyrics and melody. Demonstrate the correct use of the musical terms: timbre, pitch, silence, dynamics, duration, harmony. Recognise the layers of sound and discuss their effects on mood and feelings.	Identify cyclic patterns within music. Recognise the cultural significance of different genres of music. Create dance and movement that reflect musical features of the piece.	Identify sense of occasion – appropriate style of music for a special or important event. Listen to longer pieces of music by a variety of modern and classical composers, evaluate and identify features. Identify time signature correctly in musical pieces.
<i>Controlling Pulse and Rhythm</i>	Devise non-standard symbols to indicate when to play and rest, moving to standard notation for crotchets and rests. Recognise rhythmic patterns. Identify, recall and respond to rhythmic patterns. Recognise the difference between pulse and rhythm.	Recognise the musical symbols for crotchet, minim, quaver, semibreve and rest. Identify repeated patterns used in a variety of music – ostinato. Perform a repeated pattern to a steady pulse, accompanying ukulele or other instruments.	Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythmic patterns. Perform an independent part whilst maintaining a steady beat. Introduce time signature and its purpose – 2/4 and 4/4.	Identify the metre of different songs through recognising the pattern of strong/weak beats. Subdivide the pulse whilst keeping a steady beat. Introduce ¾ time and 6/8 time signature.

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<i>Exploring sounds, melody and accompaniment</i>	Explore and select different melodic patterns within pentatonic major scale of C Major – using three notes from CDEFG Recognise the notation on the musical stave EGBDF and FACE. Identify ways in which sounds are used to accompany a song.	Identify and recall melodic patterns within pentatonic scale using five notes - CDEFG Recognise and explore different combinations of pitch sounds – in C Major CDEFG Begin to record pitch using standard notation on the musical stave.	Explore melody using 5-8 sounds on the C Major scale. Explore and control different ways percussion instruments make sounds.	Internalise short melodies and play these on pitched percussion (play by ear). Identify ways to create mood and purpose using these sounds. Explore and control different ways percussion instruments make sounds. Record these compositions through non-standard notation and digital technologies.
<i>Play instruments with increasing control</i>	Repeat and compose simple rhythmic patterns on djembe or other non-pitched percussion instruments.	Perform simple melodies and accompaniments on tuned instruments e.g. ukulele, glockenspiel	Perform simple melodies and accompaniments on violin.	Develop opportunities to perform with their instruments with increasing accuracy and confidence.
<i>Composition</i>	Create music that describes contrasting moods or emotions. Create an accompaniment to a known song. Collaborate with others to create a piece of music suggesting improvements.	Create textures by combining sounds in different ways using IT where appropriate. Compose pieces of music using digital technologies. Improvise simple melodies based on the pentatonic scales –CDEFG Create drones as accompaniments.	Write lyrics to a known song. Compose a short song to own lyrics based on everyday phases.	Explore, select and combine a range of different sound sources to compose a soundscape. Compose music individually or collaboratively using a range of stimuli. Develop these musical ideas into a completed composition. Record using standard notation.

Vocabulary and keywords by the end of Year 6

Accompaniment	Counter-melody	Forte	Melody (tune)	Off-beat rhythms	Pitch	Round	Syncopated
Allegro	Crescendo	Harmony	Minim	Ostinato	Pulse	Rhythm	Tempo
Bar	Crotchet	Imitation	Moderato	Percussion	Quaver	Score	Time signature
Chord	Diction	Improvisation	Musical features	Performance	Repetition	Solo	Tune
Chord progressions	Diminuendo	Instrumentation	Notation	Phrasing	Rest	Staff notation	Tuned
Composition	Dotted rhythm	Largo		Piano			Unison

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