



## Ravenscote Junior School – Music Skills Progression.



By the end of Key Stage 2 pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### **Pupils should be taught to:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

	Year 3	Year 4	Year 5	Year 6
Topics studied	Recorder Hand drums and small percussion instruments 1990's music	Keyboard Glockenspiel and xylophones Baroque Era and music from the 1970's	Ukulele Classical Era and music from the 1980's	Keyboard Romantic Era and music from the 1960's
Play and perform in solo and ensemble contexts - singing	Sing and play in class. Play as part of an ensemble. Begin to use different tempi and dynamics.	Play as part of an ensemble. Use different tempi and dynamics. Sing in parts.	Grow greater awareness of what others are playing in an ensemble.	Develop leadership skills within ensemble.



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			Choose appropriate dynamics, tempo and sounds.	
<b>Play and perform in solo and ensemble contexts – rhythm</b>	Copy a rhythmic phrase. Clap rhythm of a song whilst others tap the pulse. Tap the pulse, whilst other play rhythm. Say and tap up to 8 beat phrases. Clap an ostinato.	Improvise rhythmic phrases. Play an ostinato accompaniment to a song.	Copy and improvise rhythmic phrases.  Combine ostinato phrases. Explore different metres.	
<b>Improvise and compose music</b>	Create a rhythmic phrase. Create a simple melodic phrase. Improvise rhythmic phrases of equal length.	Organise phrases in a simple structure. Create melodic phrase. Improvise melodic phrases.	Organise rhythmic and melodic phrases. Create a tune. Improvise rhythmic and melodic phrases over backing.	Create a tune using musical phrases.
<b>Listen with attention to detail</b>	Recognise individual key instruments. Play simple tunes by ear. Sing songs from memory. Play short 4/5 note tune. Trace the shape of an 8 note song. Identify phrases of a song.	Sing in parts from memory.	Listen for an individual part in multiple part music. Identify repeated and contrasting sections of recorded music. Copy melodic phrases. Analyse phrase structure of a song.	Match the metre of recorded music.
<b>Staff and musical notation</b>	Read and play 4/8 beat rhythm notation. Record compositions. Read basic staff notation (G, A, B).	Read and play pitch notation C-C.	Read, play and write 4/8 beat rhythmic notation. Identify lengths of notes: crotchet, quaver, minim, semi breves.	Notate compositions using the most appropriate method. Also dotted notation and semi-quavers.



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			Write simple pitch notation. Explore scales and chords.	Notate simple melodic phrases from dictation. Explore major and minor scales and chord sequences.
<b>Appreciate music and the History of music</b>	Listen with attention to detail and internalize and recall sounds with increasing aural memory. Learn new songs quickly; sing from memory. Identify rhythmic patterns, instruments and repetitions of sound/pattern. Internalise short melodies and play these on pitched instruments (play by ear). Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/natural, synthesised. Explain how sounds can create different intended effects. Recognise how the different musical elements are combined and used expressively.		Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...). Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods. Recognise different tempi – speeds of music Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat. Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed-concord. Appraise own work by comparing/contrasting with work of others. Improve performance through listening, internalising and analysing.	