



Fir Tree Junior School
Curriculum Knowledge and Skills Progression
Music

	Year 3 and 4	Year 5 and 6
Singing songs with control and using the voice expressively	<p>Sing with confidence using a wider vocal range.</p> <p>Sing in tune.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases).</p> <p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Sing songs and create different vocal effects.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p>	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p>
Listening, Memory and Movement	<p>Identify melodic phrases and play them by ear.</p> <p>Create sequences of movements in response to sounds.</p> <p>Explore and chose different movements to describe animals.</p> <p>Demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>Identify phrases that could be used as an introduction, interlude and ending.</p>	<p>Internalise short melodies and play these on pitched percussion (play by ear).</p> <p>Create dances that reflect musical features.</p> <p>Identify different moods and textures.</p> <p>Identify how a mood is created by music and lyrics.</p> <p>Listen to longer pieces of music and identify features.</p>
Controlling pulse and rhythm	<p>Recognise rhythmic patterns.</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Identify and recall rhythmic and melodic patterns.</p> <p>Identify repeated patterns used in a variety of music. (Ostinato).</p>	<p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>Improvise rhythm patterns.</p> <p>Perform an independent part keeping to a steady beat.</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>Subdivide the pulse while keeping to a steady beat.</p>
Exploring sounds, melody and accompaniment.	<p>Identify ways sounds are used to accompany a song.</p> <p>Analyse and comment on how sounds are used to create different moods.</p> <p>Explore and perform different types of accompaniment.</p> <p>Explore and select different melodic patterns.</p> <p>Recognise and explore different combinations of pitch sounds.</p>	<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</p>



Fir Tree Junior School
Curriculum Knowledge and Skills Progression

Music

Control of instruments	Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds.	Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.
Composition	Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups.	Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Reading and Writing Notation	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform using notation as a support. Sing songs with staff notation as support.
Performance skills	Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts.	Present performances effectively with awareness of audience, venue and occasion.
Evaluating and Appraising	Recognise how music can reflect different intentions.	Improve their work through analysis, evaluation and comparison.