



The Minster Junior School - Progression of skills in Music

	Performing	Improvising and Composing	Listening. reviewing and appraising.	Music appreciation
Lower Key Stage 2	<p>Sing in tune with increasing control and confidence.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Improvise repeated patterns.</p> <p>Sing in tune with awareness of others.</p> <p>Perform simple melodic and rhythmic parts with awareness of others.</p> <p>Improvise repeated patterns growing in sophistication.</p> <p>Sing songs from memory with accurate pitch. Maintain a simple part within a group.</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>Learn to read music during Soundstart lessons.</p> <p>Use Staff and musical notation when composing work.</p> <p>Know how many beats in a minim, crotchet and semibreve and I recognise their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect in music</p> <p>In Year 3, music is taught by a specialist music teacher. All children learn to play violin or cello.</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.</p> <p>Awareness of the effect of several layers of sound.</p> <p>Compose and perform melodies and songs. (Including using ICT).</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>To notice and explore the way sounds can be combined and used expressively.</p> <p>Listen to different types of composers and musicians.</p> <p>To notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>To comment on musicians use of technique to create effect.</p> <p>Begin to recognise and identify instruments being played.</p> <p>Comment on likes and dislikes.</p> <p>Recognise how musical elements can be used together to compose music.</p> <p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Explain how musical elements can be used together to compose music.</p>	<p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>To compare and contrast music from different cultures and eras and comment giving an informed opinion.</p> <p>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.</p>
Upper Key Stage 2	<p>Maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Breathe well and pronounce words, change pitch and show control in singing.</p> <p>Perform songs with an awareness of the meaning of the words.</p> <p>Sustain a part in a round.</p> <p>Sustain a melodic ostinato to accompany singing on tuned and untuned percussion.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</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.</p> <p>Take turns to lead a group.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Know and use standard musical notation of crotchet, minim and semibreve.</p> <p>Read the musical stave and can work out the notes, EGBDF and FACE.</p> <p>Use of a variety of notation when performing and composing including graphic scores.</p> <p>Compose music for different occasions appropriate musical devises.</p> <p>Quickly read notes and know how many beats they represent</p>	<p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance.</p> <p>Improvise within a group.</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea. Create my own musical patterns.</p> <p>Use a variety of different musical devices including melody, rhythms, and chords.</p>	<p>Notice and explore the relationship between sounds.</p> <p>Notice and explore how music reflects different intentions.</p> <p>Notice, comment on and compare the use of musical devises.</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>To notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>To comment on musicians use of technique to create effect.</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 cultural.</p> <p>Use different venues and occasions to vary my performances.</p> <p>Describe music using musical words and use this to identify strengths and weaknesses in music.</p>