

Musical Skills Progression Year 3 - Year 6				
	Year 3	Year 4	Year 5	Year 6
	Controlling sounds through singing and playing			
CS1 Sing songs in unison and two parts	CS1 Singing partner songs with confidence.	CS1 Singing in rounds confidently, listening to others to develop an awareness of harmony	CS1 Singing rounds confidently in groups of varying sizes.	CS1 Singing in parts – identifying and holding a simple harmony/descant line.
CS2 Play tuned and untuned instruments with control and accuracy	CS2 To play, rehearse and perform in a range of solo and ensemble contexts	CS2 To play, rehearse and perform in a range of solo and ensemble contexts with increasing accuracy and expression	CS2 To play, rehearse and perform in a range of solo and ensemble contexts from memory and notation with increasing accuracy and expression	CS2 To play, rehearse and perform in a range of solo and ensemble contexts from memory and notation with increasing accuracy, fluency, control and musicianship
CS3 Ensemble playing	CS3 To play and perform a simple lead or accompaniment role in an ensemble	CS3 To play and perform a lead or accompaniment role in an ensemble with an awareness of others	CS3 To follow a conductor when playing lead or accompaniment parts in an ensemble	CS3 To follow a conductor when playing more complex lead or accompaniment roles in an ensemble confidently with accuracy, fluency, control and musicianship
	Creating and developing musical ideas			
CD1 Develop effective musical ideas through improvisation	CD1 To improvise descriptive musical ideas and patterns using the pentatonic series	CD1 To improvise musical ideas and patterns using the pentatonic series to describe areas of the RULER mood meter	CD1 To improvise create increasingly complicated musical ideas and patterns as a form of self expression	CD1 To express their own feelings and emotions through improvisation as part of an ensemble

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CD2 Explore, select combine and arrange musical ideas with various structures	CD2 To compose, organise layer musical ideas using the dimensions of music	CD2 To compose melodic and harmonic material using the dimensions of music. Use binary, ternary and rondo structure to organise music	CD2 To compose descriptive melodic and harmonic material using the dimensions of music. Use binary, ternary and rondo structure to organise music	CD2 To generate musical ideas using melody, harmony and structure as a form of self expression
CD3 Explore and experiment with music technology in composition and recording	CD3 To explore the dimensions of music through music technology	CD3 To explore composition and the dimensions of music through music technology	CD3 To explore composition, the dimensions of music and the recording process through music technology	CD3 To explore composition, the dimensions of music and the recording process through music technology
	Responding and reviewing appraising skills. Analyse and compare sounds			
AC1 Explore and explain ideas and feelings about music using movement, dance and musical language	AC1 To explore and comment on the ways sound can be used expressively	AC1 To describe ways sound can be used and combined to communicate ideas using language from our music vocabulary	AC1 To describe and compare musical ideas using language from our music vocabulary	AC1 To describe, compare and evaluate musical ideas using language from our music vocabulary
AC2 To reflect on and critique our own and others work for intended outcomes	AC2 To reflect on and critique our own and others work for intended outcomes	AC2 To reflect on and critique our own and others work for intended outcomes	AC2 To reflect on and critique our own and others work for intended outcomes Provide ideas and suggestions to others for improvement	AC2 To evaluate the success of our own and others work; suggesting specific strategies for improvements
	Listening and applying knowledge and understanding			
LK1 To listen with attention to detail and internalise and recall sounds	LK1 To listen with attention and recall sounds	LK1 To listen with attention and recall patterns of sounds with increasing accuracy	LK1 To listen with attention and recall a range of sounds and patterns of sounds confidently	LK1 To listen, internalise recall and dictate a range of sounds and patterns of sounds with accuracy and confidence

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LK2 To know how the combined dimensions of music are used to communicate ideas	LK2 To explore the different musical elements are used to create an effect or idea	LK2 To understand how the different musical elements are combined to create and communicate ideas	LK2 To identify various dimensions of music and their intended effects	LK2 To interpret and share ideas on meanings of given pieces offering reasoned answers derived from the dimensions of music
	Knowledge and understanding of staff and music notation			
SN To understand and read formal musical language through staff and notation	SN To read basic rhythmic notation and understand performance directions	SN Read notation in various time signatures recognising performance directions	SN1 Read increasingly complex notation in various forms and clefs using performance directions	SN1 Read increasingly complex notation in various forms and clefs using various performance directions
			SN2 Analyse harmonic structures	SN2 Analyse various harmonic structures
	Understanding of the history, culture and traditions of music			
HCT To understand how time place influences music	HCT To listen to a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians	HCT To listen to a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. Develop a understanding of the time and place of each musician.	HCT To listen to a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. Identify and discuss how their environments shaped their music	HCT To develop and understanding of the history of music from different cultures, traditions, composers and musicians evaluating how their environment shaped their work