

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

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

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