Music Progression of Skills Lower KS2 Yr3 and Yr4

Skills	Year 3	Year 4 **NB this year group does a programme to learn violin with a specialist teacher in groups for 30 weeks of the year as their music provision, so all elements are covered through this programme described below**
Play and Perform	Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice. Perform with confidence on pitched and unpitched percussion and recorders. **Recorders – Autumn and Spring terms, Singing, summer term** **Djembe, Summer 2**	Improvise repeated patterns growing in sophistication. Maintain a simple part within a group. Play notes on brass instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing. **Guitar groups – ongoing throughout the year in small group six sessions** **see above, ongoing**
Improvise and compose music	To compose music that combines musical elements. Carefully choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns with long and short sequences and rhythmic phrases. **Animal compositions Autumn 1, improvisations Spring 2**	Awareness of the effect of several layers of sound. compose and perform melodies on their instruments. Use sound to create abstract effects. **see above, ongoing**
Listen with attention to detail and recall sounds.	To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians. **Spring 1, Spring 2, Autumn 2**	To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect. **see above, ongoing**
Use and understand staff	Learn to read stave notation during recorder lessons.	Use Staff and musical notation when playing violin Know how many beats in a minim, crotchet and semibreve and recognise their symbols.

and other musical notation.	Know how many beats in a minim, crotchet and semibreve, semiquaver, quaver and recognise their symbols. Recognise notes G A B C^1 D1 on a treble clef Know the symbol for a rest in music, and use silence for effect in my music **Ongoing throughout the year, stave notation Autumn and Spring term**	Recognise notes for the instrument they are playing on the appropriate clef Know the symbol for a rest in music, and use silence for effect in my music **see above, ongoing**
Appreciate and understand a wide range of live and recorded music.	Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music. **Spring 2, ongoing**	Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music. **see above, ongoing**
Develop an understanding of the history of music.	Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance. **Autumn 2, Spring 2, Summer 1**	Understand that the sense of occasion affects the performance. Combine sounds expressively **see above, ongoing**

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.

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.