

Grange Junior School Skills Progression

Subject Area: Music

Key Skills

Singing

Improvising & Playing

Rehearsing & Performing

Exploring & Composing

Understanding & Using Notation

Understand & Appreciate Music from Different Eras, Genres & Cultures

Listening & Appraising

Musical Leadership

Skill	A	B	C	D	E	F	G
Singing	Use the voice to make different sounds	Repeat a chant	Sing following a sense of the shape of the melody	Sing in tune using a limited pitch range	Sing in tune using a wider pitch range	Sing confidently & fluently with clear diction and breath control	Sing with expression paying attention to dynamics & phrasing
	Sing in unison		Sing rounds and canons		Sing part songs		Sing in harmony
	Sing in a large group				Sing in smaller groups maintaining own part with awareness of other parts	Sing solo parts	

Improvising & Playing Instruments	<p>Make a sound with an instrument</p> <p>Keep a steady pulse</p>	<p>Know how to make sounds and change them.</p> <p>Respond to musical cues</p>	<p>Play a variety of instruments with correct technique</p> <p>Play simple rhythmic & melodic repeating patterns</p>	<p>Play a variety of instruments with correct technique and increasing accuracy</p> <p>Play a simple piece with others with confidence</p>	<p>Maintain an independent part in a large group</p> <p>Play more complex/extended rhythmic & melodic sequences</p>	<p>Maintain an independent part in a small group</p> <p>Improvise simple rhythmic & melodic sequences</p> <p>Use increased aural memory to recall sounds accurately.</p>	<p>Play solo parts with confidence</p> <p>Improvise more extended rhythmic & melodic sequences</p>
Rehearsing & Performing	<p>Choose the best sound you can make on an instrument.</p> <p>Practise songs to improve accuracy and clarity</p>	<p>Show an awareness of the audience when performing</p> <p>Practise songs, adding changes to dynamics & tempo</p>	<p>Rehearse songs & linear compositions showing an understanding of the interrelated dimensions</p>	<p>Rehearse a range of music showing an understanding of the interrelated dimensions & how to apply this knowledge to improve work</p>	<p>Understand the importance of and use good rehearsal techniques</p>	<p>Perform significant parts from memory</p> <p>Use different venues and occasions to vary performances.</p>	
Exploring and Composing	<p>Explore different instruments and ways of making a sound with them</p>	<p>Choose and control sounds to create different moods and effects</p> <p>Create simple rhythmic patterns</p>	<p>Use changes in dynamics, timbre and pitch to organise linear music.</p> <p>Use silence for effect and know symbol for a rest (duration).</p> <p>Improvise short phrases and rhythms</p>	<p>Improvise and compose music for a range of purposes controlling musical qualities</p> <p>Experiment with different sounds in layers, using a wider range of instruments</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure).</p> <p>Experiment with different sounds using a wider range of instruments within given structures</p>	<p>Compose using an understanding of music from a range of cultures, times and styles</p> <p>Plan for expression in compositions</p> <p>Begin to compose longer pieces exploring different structures</p>	<p>Compose pieces with different contrasting sections and ideas</p> <p>Use knowledge of musical dimensions and know how to best combine them.</p> <p>Compose for different occasions</p>
<p>Begin to use technology to record sounds</p>				<p>Use technology in composing music</p>		<p>Compose using digital software</p>	

Understanding & Using Notation	Begin to use symbols to represent sounds	Adapt symbols representing music to show changes in pitch, dynamics, duration, tempo	Understand notation to represent simple rhythms	To read & write simple rhythms using traditional notation	Start to recognise features of stave notation	To read and write simple stave notation	To use more advanced notations in playing & composing music
Listening & Appraising Skills	Listen for different types of sounds in pitch & duration	Recognise clear changes in pitch, duration & tempo	Describe the mood of a piece of music.	Respond to different moods in music	Compare & contrast moods in different pieces of music	Listen and appraise using appropriate musical vocabulary	Identify features that typify the work of great composers through time
	Listen attentively to music	Comment on how the music feels Listen carefully and recall short rhythmic and melodic patterns	Begin to use simple music vocabulary referring to pitch, duration, dynamics & tempo	Begin to use simple music vocabulary referring to timbre, texture & traditional rhythmic notation Identify specific instruments & sounds	Recognise some features of musical styles Identify a sounds made by a wider range of instruments	Identify characteristics of a piece and repeat using voice or instrument	Analyse and compare musical features
	Listen to a range of live and recorded music				Listen to a range of live and recorded music and evaluate impact Compare/contrast different versions of the same piece		
	To provide constructive feedback to others		Begin to use musical vocabulary to describe what they hear		Use a wider range of music vocabulary to evaluate and improve work		Use critique to refine & improve work
Understanding & Appreciating Music from Different Periods, Genres & Cultures	Listen to a range of music from different periods, genres and cultures	Know music can be played or listened to for a variety of purposes (in history/ different cultures)	Begin to appreciate and understand different works and composers	Know that sense of occasion affects performance. Begin to describe different purposes of music in history/ other cultures	Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Describe different purposes of music in history/ other cultures	Identify musical genres and cultures	Analyse music showing an awareness of musical history and composers

Musical Leadership Skills	Lead when exploring sounds in a group	Lead when composing in a group	Lead when singing in a small group Lead a small group when playing simple accompaniments	Lead a small group when performing a composition	Lead a larger group in part singing Lead a larger group in accompanying singing	Conduct a class composition Lead a class as part of a small group in call and response singing	Lead a class in call and response singing Lead a class warm up/ starter activity Lead call and response percussion work
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