

Music Progression at Emerson Valley School

National Curriculum

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 understanding 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.

	Year 3	Year 4	Year 5	Year 6
Composition	I can use sounds to create a picture. I can improvise short, rhythmic patterns. I can create simple melodies.	I can use music technology to compose music. I can create melodic ostinatos. I can use notations to indicate when to play and rest.	I can improvise within a group using melodies and rhythms. I can create music with a clear structure. I can use notations to record compositions.	I can compose for different occasions using melody, rhythms, chords and structures. I can create music demonstrating a range of musical devices, timbres and textures. I can use staff notation to record compositions.
Performance	I can sing in tune with clear diction. I can confidently play clear notes on an instrument. I can maintain rhythmic ostinatos. I can begin to follow written rhythms when performing.	I can sing in tune, with clear diction and pitch. I can demonstrate musical quality when performing (clear starts, clear endings) I can maintain a simple part within a group. I can begin to follow musical notation when performing.	I can sing in tune, with clear diction and pitch in two parts. I can maintain an independent part within a group. I can follow basic shapes when performing, including staff notation.	I can sing confidently in tune, with clear diction, pitch and control of dynamics in two parts. I can take on different roles in a performance (leader, melody, accompaniment) I can perform from staff notation.
Appreciation/ Listening	I can name the common terms related to the elements of music. I can use musical vocabulary to describe and evaluate music.	I can use musical terms to comment on how elements within a composition are used to create different moods and feelings. I can use musical vocabulary related to duration, pitch, texture, structure, dynamics and tempo to describe and evaluate music.	I can describe and compare different kinds of music. I can name some composers and their works. I can use musical vocabulary to describe and appraise the mood and timbre of music.	I can comment on how the composer of a piece has achieved an effect; referring to a combination of musical elements, cultural content and timbre. I can describe, compare and evaluate different kinds of music using musical vocabulary. I can use musical vocabulary to describe and appraise music referring to pitch, dynamics, tempo, solo, round, harmonies, accompaniment, drone and patterns.