



St. Andrew's Music Skills Progression Ladder

COMPOSING

		Year 3	Year 4	Year 5	Year 6
S k i l l s	Technique and Musicality	Demonstrate application of the inter-related dimensions of music. Begin to experiment with given notes to create simple patterns and melodic ideas in response to a stimulus or theme.	Link rhythmic and melodic patterns into structured responses.	Develop rhythmic and melodic ideas of greater length and musical shape.	Improvise and refine rhythms and melodic ideas, demonstrating a sense of musical phrase.
	Notation	Begin to record ideas using sign and symbols including graphic score, pitch and rhythm notations.	Demonstrate increasing confidence in recording ideas using sign and symbols including graphic score, pitch and rhythm notations.	Demonstrate increased confidence and accuracy using various forms of notation to record musical ideas.	Combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas.
	Creative Process	Contribute ideas individually and in group work with consideration of the structure and theme of the music.	Contribute appropriate ideas expressing musical opinions for creating and improving work.	Improvise, explore and combine sounds with growing confidence, taking simple ideas to develop further in composition.	Identify the strengths and areas for development in a piece.
K n o w l e d g e	Technique and Musicality	Know that combining rhythm and pitch gives us a melody.	Know that applying inter-related dimensions of music can create effects in response to a stimulus.	Know that repeating a musical idea helps to develop the sound of the overall piece.	Know that intentionally combining the inter-related dimensions of music will create effect.
	Notation	Understand that I can combine rhythm with pitch to create rising and falling phrases.	Understand that a pentatonic scale uses five notes.	Know that certain pitches compliment each other when accompanying a melody.	Know that using rhythmic variety and changes in pitch will help to make my piece sound more interesting.
	Creative Process	Know that having a clear beginning and end will help with the overall sound of the piece.	Know that structuring my work will help with the overall effectiveness of a piece.	Know that composition involves a variety of instruments, different pitches, repeated and contrasting rhythms and the inter-related dimensions.	Understand that certain notes when performed together create different effects such as consonant and dissonant sounds.

St Andrew's Music Skills Progression Ladder

LISTENING

		Year 3	Year 4	Year 5	Year 6
S k i l l s	Identify musical conventions & inter-related dimensions	Begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to affect the mood and message of the piece.	Begin to place music with guidance into historical contexts or genres (samba). Identify specific inter-related dimensions of music in a variety of styles.	Develop an understanding of music across time and place. Use an increasing musical vocabulary to respond to music.	Place music within both and place.
	Recognise sound & Instruments	Begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.	Aurally and by sight identify a variety of instruments.	Begin to recognise a broader range of ensembles and instruments relating to different styles of music.	Confidently recognise different orchestral instruments and instruments specific to a genre or era.
K n o w l e d g e	Identify musical conventions & inter-related dimensions	Know that composers use inter-related dimensions to help tell the message of the piece.	Know that different eras and genres have key features that help to define the.	Know the features of different styles of music to justify time placement.	Know that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music.
	Recognise sound & Instruments	Know that the orchestra is made up of different sections and families of instruments.	Know the role of different instruments within a genre.	Know that instruments from different genres or eras have similarities in how they are played.	Understand why composers use certain instruments or sounds at different times to create effect.

St Andrew's Music Skills Progression Ladder

PERFORMING

		Year 3	Year 4	Year 5	Year 6
S k i l l s	Technical control	Sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Play a simple rhythmic accompaniment or drone maintaining a steady pulse.	Sing with greater control of breath and awareness of dynamics. Pitch increasing accuracy over a larger range. Perform a repetitive rhythmic pattern maintain own part independently with a secure sense of pulse.	Sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing in different time signatures.	Demonstrate musicality in the control and production of sound using expression. Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. Produce a consistent tone. Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble.
	Notation	Begin to recognise and perform from simple western notation symbols.	Confidently recognise and perform from simple western notation symbols and rhythm grids.	Recognise and perform from an increasing range of western notation.	Select and perform with greater accuracy from both graphic and western notation scores.
	Ensemble awareness	Begin to perform independently and in small groups.	Maintain own part within an ensemble performing rhythmically and singing with increased accuracy.	Lead other into a performance controlling the tempo of the pulse.	Physically and aurally lead others in performance controlling the tempo and pulse within an ensemble.
	Communication & audience	Develop confidence to perform as an individual and within a group.	Showed increased confidence and commitment when performing to an audience.	Demonstrate increased confidence when performing, showing an awareness that a performance is an occasion.	Confidently perform considering style or message of the music.
K n o w l e d g e	Technical control	Know that a drone is usually played on beat 1 and rings out for the other beats.	Know when to breathe developing an awareness of phrase.	Know that the strong beat 1 of each bar will help me to play and sing in time.	Know that the use of inter-related dimensions when playing and signing helps to tell the message of the piece.
	Notation	Know the values of a crotchet, paired quavers and minim and understand the where they are placed on the staff shows the pitch.	Understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different ways to change the sound.	Understand the differences between semibreves, minims, crotchets and crotchet rests and paired quavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.	Understand the differences between semibreves, minims, crotchets, quavers and their equivalent rests.
	Ensemble awareness	Demonstrate an understanding of my own role within the ensemble and know that playing to a steady pulse will help us to start, stop and stay together.	Understand the importance of knowing how to start and finish a piece.	Know that eye contact during a performance will help us to stay in time and bring the piece together as a performance.	Know how to self-correct when a performance goes wrong.

	Communication & audience	Know to watch others so that I know when to play.	Know that different styles of music should be performed in different ways.	Know that a performance starts before we play/sing and finishes after so consideration of how we enter and exit affects that performance.	Understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.
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