

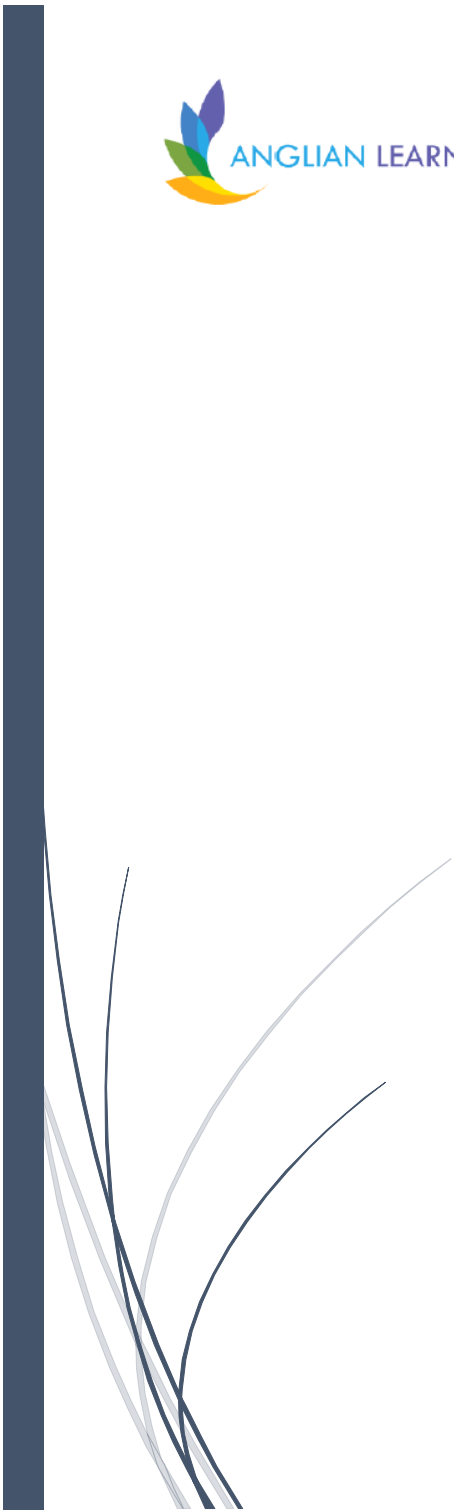


# Fen Ditton Community Primary Academy

Music Skills Progression



Fen Ditton C. P. School



Threshold Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
<b>To perform</b>	<ul style="list-style-type: none"> <li>Take part in singing accurately following a melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds using voice and instruments.</li> <li>Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Sing from memory with accurate pitch</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> <li>Produce words in a song clearly.</li> <li>Show control of voice.</li> <li>Play notes on an instrument with care so they are clear.</li> <li>Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Hold a part within a round.</li> <li>Sing a harmony part confidently and accurately.</li> <li>Sustain a drone or melodic repeat to accompany singing.</li> <li>Perform with controlled breathing and skilful playing.</li> </ul>
<b>To compose</b>	<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an effect.</li> <li>Create short musical patterns.</li> <li>Create short rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and perform melodic songs.</li> <li>Use sound to create abstract effects.</li> <li>Create repeated patterns with a range of instruments.</li> <li>Create accompaniments for tunes.</li> <li>Use drones as accompaniments.</li> <li>Choose, order, combine and control sounds to create an effect.</li> <li>Use digital technologies to compose.</li> </ul>	<ul style="list-style-type: none"> <li>Create songs with verse and chorus.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> <li>Combine a variety of musical devices, including melody rhythm and chords.</li> <li>Select elements for a piece to gain a desired effect.</li> <li>Use drones and melodic repeats on a pentatonic scale (black notes on a piano).</li> <li>Convey the relationship between the lyrics and the melody.</li> <li>Use digital technologies to compose edit and refine pieces of music.</li> </ul>
<b>To transcribe</b>	<ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Devise symbols to indicate when to play and rest.</li> <li>Recognize the notes EGBDF and FACE on the musical stave.</li> <li>Recognize the symbols for a minim crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>Use standard musical notation of crotchet minim and semibreve to show how many beats to play.</li> <li>Read and create notes on the musical stave.</li> <li>Understand the purpose of the treble and the base clefs and use them in writing out compositions.</li> <li>Understand and use the sharp and flat symbols.</li> <li>Use and understand simple time signatures.</li> </ul>
<b>To describe music</b>	<ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognize changes of timbre dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms duration timbre pitch beat tempo texture and use of silence to describe music.</li> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Understand layers of sounds and discuss their effect on moods and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:               <ul style="list-style-type: none"> <li>-pitch</li> <li>-dynamics</li> <li>-tempo</li> <li>-timbre</li> <li>-texture</li> </ul> </li> </ul>

			<ul style="list-style-type: none"><li>-lyrics and melody</li><li>-sense of occasion</li><li>-expressive</li><li>-solo</li><li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li></ul>
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