

Progression in Music at Haddenham Community Junior School. Year 3 and 4 Aims and Outcomes.

	Perform	Compose	Transcribe	Describe music
Statement	Show understanding that music is created to be performed	Show an Appreciation that music is created through a process which has a number of techniques.	Show an understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Show and appreciation of the features and effectiveness of musical elements.
Outcome	<p>Children can:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<p>Children can:</p> <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<p>Children can:</p> <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<p>Children can:</p> <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.

Progression in Music at Haddenham Community Junior School. Year 5 & 6 Aims and Outcomes.

	Perform	Compose	Transcribe	Describe music
Statement	Show understanding that music is created to be performed	Show an Appreciation that music is created through a process which has a number of techniques.	Show an understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Show and appreciation of the features and effectiveness of musical elements.
Outcome	<p>Children can:</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>Children can:</p> <ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. 	<p>Children can:</p> <ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) 	<p>Children can:</p> <ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo

		<ul style="list-style-type: none">• Use digital technologies to compose, edit and refine pieces of music.	<p>and ♭ (flat) symbols.</p> <ul style="list-style-type: none">• Use and understand simple time signatures.	<ul style="list-style-type: none">• rounds• harmonies• accompaniments• drones• cyclic patterns• combination of musical elements• cultural context. <p>• Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
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