



TGMS MUSIC PROGRESSION OF KNOWLEDGE & SKILLS



Year 3	Year 4	Year 5	Year 6
Play & Perform	Play & Perform	Play & Perform	Play & Perform
I can sing songs in unison with increasing clear diction, control of pitch and musical expression	I can sing longer songs in a variety of musical styles from memory with accuracy, control, fluency and a developing sense of expression including dynamic changes.	I can sing simple 2 part or unison songs with understanding, expression and correct breathing for phrasing	I can sing songs in unison and 2 parts with clear diction, control of pitch and musical expression
I can perform in time as part of a group, with some degree of accuracy and a developing awareness of my part in the group performance	I can maintain my part in a simple round	I can play untuned instruments with control and rhythmic accuracy	I can play tuned and untuned instruments with control and rhythmic accuracy
I can sing simple songs from memory with confidence	I can keep a steady beat at different speeds	I can sing or play from memory with a degree of confidence	I can practice, rehearse and present performances with an awareness of audience
I am beginning to be able to keep a steady beat at different speeds	I can play the recorder with the correct posture and technique	I am aware of performing in different styles, E.g. Blues, reggae	I can sing or play from memory with confidence
I can play melodies following dot and staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups	I can play the recorder accurately with a pleasant sound	I can play a simple chord progression on the keyboard with fluency and accuracy.	I can perform with accuracy from a range of graphic notation and basic treble staff notation.
I can copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio. Extend to question-and-answer phrases.	I can play a simple melody (using the notes B A G) on the recorder	I can accompany myself as part of a small group on the ukulele using the chords C, F, Am and G/G7	I can lead/conduct a group of instrumental performers or singers
	I can play chords C, F and Am on the ukulele.	I can maintain my own part with an awareness of others	I can perform following a conductor's cues and directions.
	I am beginning to use a variety of playing techniques with some accuracy to perform an accompaniment on the ukulele.		I can perform a song as part of a band, maintaining my own part with confidence.
Create & Compose	Create & Compose	Create & Compose	Create & Compose
I can recognise and can create repeated patterns on a range of classroom instruments	I am beginning to improvise musically within a given style..	I can compose a simple 8 bar melody on the keyboard using a limited range of notes over a steady groove.	I can use improvisation as a tool to generate ideas for composition.
I can create a piece of music that tells a story, paints a picture or creates a mood	I am beginning to be able to develop melodies and rhythmic patterns with a sense of style.	I can improvise coherently within a given style.	I can refine my own compositions after discussion
I can suggest and implement improvements to my own work, using some musical vocabulary.	I can suggest improvements to others work, using musical vocabulary.	I can use staff notation to record rhythms and melodies.	I can compose an original song incorporating lyric writing and melody writing within a given structure.
I can use letter name and rhythmic notation (Graphic or staff), and key musical vocabulary to label and record my compositions.	I can use letter name, graphic and rhythmic notation and musical vocabulary to label and record my compositions.	I can select, discuss and refine musical choices both alone and with others, using musical vocabulary.	I can select and combine sounds for a given purpose using tempo, dynamics, pitch, timbre and texture to help convey ideas, and explain how their choices reflect the purpose of the composition
I am beginning to improvise musically.	I can create a piece of music with different layers and a clear structure.	I can suggest and demonstrate improvements to my own and others work.	I can use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions independently with confidence.
I can make up a simple melody from a selected group of notes, e.g. C pentatonic scale	I can compose a simple 4 bar melody on the recorder using the notes B A G	I can compose music to create an effect	
		I can use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions	
		I can combine a variety of musical devices, including melody, rhythm and chords	



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Year 3	Year 4	Year 5	Year 6
Responding & Reviewing	Responding & Reviewing	Responding & Reviewing	Responding & Reviewing
I can recognise and explain the changes within a piece of music, beginning to use some musical vocabulary.	I can identify common features between the different genres, styles and traditions of music.	I can represent the features of a piece of music using graphic notation, and colours and justify my choices using musical vocabulary.	I can discuss musical eras in context, identifying different eras by their stylistic features.
I am beginning to show an awareness of metre.	I can identify gradual dynamic and tempo changes within a piece of music.	I can compare, discuss and evaluate music using musical vocabulary	I can evaluate my own work and that of others in relation to its intended effect
I can find the downbeat in a variety of pieces from a range of genres with some support.	I can find the downbeat in a variety of pieces from a range of genres independently	I am developing confidence in discussing and evaluating my own and others work using musical vocabulary.	I can identify a motif in a piece of music
I understand that music from different parts of the world, and different times, has different features.	I can identify different instruments in pieces of music in a variety of styles.	I can appreciate different types of songs for different occasions	I can identify the way that features of a song can complement one another to create a coherent overall effect.
I am beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others work.	I can recognise 3 and 4 beats in a bar.	I can recognise different textures in music, e.g. soloists, clusters of sound	I can use musical vocabulary correctly when describing and evaluating the features of a piece of music.
	I use musical vocabulary to discuss the purpose of a piece of music.	I can analyse and describe musical structures	I can describe how venue and occasion influence performance and composition.
	I use musical vocabulary when discussing improvements to my own and others' work	I can describe how lyrics often reflect the cultural context of music and can have social meaning	
Theory	Theory	Theory	Theory
I can clap/play and count ta, ti-ti, two-oo, rest	I can clap/play and count ta, ti-ti, two-oo, ta-aa-aa-aa, ta-aa-aa, tika-tika, rest	I can clap/play and count ta, ti-ti, two-oo, ta-aa-aa-aa, ta-aa-aa, tika-tika, Tika-ti, ti-tika, minim rest, semibreve rest and crotchet rest with some support	I can clap/play and count ta, ti-ti, two-oo, ta-aa-aa-aa, ta-aa-aa, tika-tika, Tika-ti, ti-tika, minim rest, semibreve rest and crotchet rest independently with confidence
I can use <i>p, f, cresc, dim</i> correctly	I can use <i>p, f, cresc, dim, pp, ff</i> correctly	I can use <i>p, f, cresc, dim, pp, ff, mf, mp</i> , correctly with some support.	I can use <i>p, f, cresc, dim, pp, ff, mf and mp</i> correctly
I can use <i>allegro, andante</i> and <i>adagio</i> to describe tempo	I can use <i>allegro, adagio, and andante</i> to describe tempo	I can use <i>allegro, adagio, andante, accelerando and rallantando</i> to describe tempo	I can use <i>allegro, adagio, andante, largo, presto, accelerando and rallantando</i> to describe tempo independently with confidence
I can create and use symbols to represent sound	I can use <i>legato and staccato</i> to describe melodies	I can use <i>legato, staccato and syncopation</i> to describe melodies	I can use <i>legato, staccato and syncopation</i> to describe melodies independently with confidence
Understand the stave, lines and spaces, and clef.	I can recognise the notes EGBDF and FACE on the treble stave with help	I can create and record my compositions using notation (graphic or standard)	I can use graphic notation with confidence
Use dot notation to show higher or lower pitch	I am beginning to be able to play/sing from staff notation.	I can use graphic notation with confidence	I can use staff notation including middle C (Ledger line)
	I am can describe some simple structures of pieces of music using musical vocabulary.	I can read notes on the treble stave and perform from simple staff notation.	I understand the purpose of the treble clef and a time signature
	I am beginning to be able to read chord diagrams and TAB with some support.	I understand the purpose a time signature	I am aware of key signatures and tonality.
		I am aware of sharps and flats	I can create and record my piece of music using notation (graphic or standard)
		I can read ukulele chord diagrams with some support.	I can read ukulele chord diagrams and simple TAB independently.