



Brindley Heath Music Progression

	Yr 3	Yr 4	Yr 5	Yr 6
Listen & Appreciate	<ul style="list-style-type: none"> Listen for and describe instrumentation of a piece. Start to identify musical themes, and how they might be represented by the 'feel' of the piece. Start to describe the musical aspects (e.g. instrument or genre) that they like or dislike. Start to link music to its historical and geographical context. Start to ask & answer questions in musically valid ways. Start to relate musical appreciation to other similar pieces of music they have listened to. 	<ul style="list-style-type: none"> Listen for and describe instrumentation with understanding of effect. Identify themes within and between pieces of music; start to describe musical structure. Describe what it is that they (dis)like, and verbalise the opinions of others. Link musical themes and conventions to their historical and geographical context, and also its cultural source; suggest reasons Ask & answer musically valid questions. Develop the ability to relate musical appreciation to other pieces of music they have listened to. 	<ul style="list-style-type: none"> Recall the use of sounds from a range of pieces and compare their effect in those pieces. Make inferences from pieces of music. Start to respond sensitively to other people's musical tastes. Start to suggest reasons for different musical styles in different times, places and cultures. Ask and answer musically valid questions with increasing depth & sophistication Relate musical appreciation to other pieces of music they have listened to using increasing sophistication of language. 	<ul style="list-style-type: none"> Accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these. Make inferences from pieces of music and justify their views. Explain how their own behaviour might affect enjoyment of others. Analyse their and others' responses to music, extrapolating from them and justifying their ideas Regularly ask and answer perceptive questions in musically valid ways. More widely relate musical appreciation to other pieces of music they have listened to using sophistication of language.
Improvise	<ul style="list-style-type: none"> Simply improvise music around a given genre or theme. 	<ul style="list-style-type: none"> Simply improvise music around a chosen genre or theme, and for an audience. 	<ul style="list-style-type: none"> Improvise music around a chosen genre or theme, and for an audience with an increasing awareness of the inter related dimensions of music. 	<ul style="list-style-type: none"> Improvise music confidently, using their prior knowledge of genres or themes, and the inter related dimensions of music.
Composition	<ul style="list-style-type: none"> Use simple software to experiment with editing sounds with Charanga (with a focus on visual notation) 	<ul style="list-style-type: none"> With help, use audio editing software to mix tracks and create a composition. (Charanga or other, with a focus on visual and standard notation) 	<ul style="list-style-type: none"> Compose and prepare a group to perform, choosing from a range of software, and selecting appropriate notation. 	<ul style="list-style-type: none"> Compose, using standard music notation, to prepare a solo or ensemble performance.



Brindley Heath Music Progression

	<ul style="list-style-type: none"> Politely discuss the effect of their peers' compositions 	<ul style="list-style-type: none"> Start to suggest changes and improvements to their peers' compositions. 	<ul style="list-style-type: none"> Start using audio editing software independently, perhaps to complement video. Make suggestions for improvements to their peers' compositions. 	<ul style="list-style-type: none"> Using a range of software to edit music and other audio with increasing sophistication. Constructively critique their peers' compositions, and help bring about the improvements.
Perform	<ul style="list-style-type: none"> Sing as a solo or in a group, in tune where possible* Reproduce simple motifs on tuned instruments, and longer phrases in singing. Play with increasing control in an ensemble, e.g. in time and with some dynamic range. Perform solo and in an ensemble, perhaps with some errors of time or pitch. 	<ul style="list-style-type: none"> Sing with increasingly accurate tuning where possible* Start to reproduce phrases and melodies by ear (on tuned instruments). Play with dynamic control and show some musical sensitivity, both solo and in an ensemble. Perform solo and in an ensemble with few errors of time or pitch. 	<ul style="list-style-type: none"> Continue to sing in groups and solo Reproduce phrases and melodies by ear, with increasing accuracy and confidence. Perform solo and in an ensemble, demonstrating better grasp of dynamics and some sensitivity to bandmates and to the 'feel' of the music. 	<ul style="list-style-type: none"> Continue to play tuned, untuned (or sung) Perform with fluency, control and expression, and with sensitivity, with very few errors
Use of music vocabulary	<ul style="list-style-type: none"> To use the correct musical language for Year 3 	<ul style="list-style-type: none"> To use the correct musical language for Year 4 	<ul style="list-style-type: none"> To use the correct musical language for Year 5 	<ul style="list-style-type: none"> To use the correct musical language for Year 6
Learning an instrument	<ul style="list-style-type: none"> Learning to play recorders – simply, then using harmony, small group then larger group 	<ul style="list-style-type: none"> Learning to play ukulele – simply, then using harmony, small group then larger group 	<ul style="list-style-type: none"> Using voice and body percussion 	<ul style="list-style-type: none"> Choosing the instrument that best suits their needs.