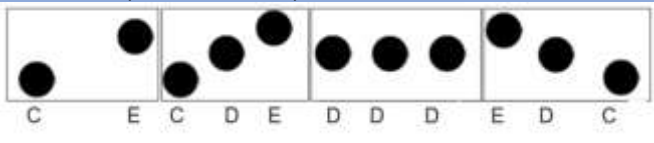


Music Progression of Skills

Performing & Reading Notation – based on the Model Music Curriculum (Years 3-6)

Year Group	Skill	Unit
3.	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).	I've been to Harlem Latin Dance Just three notes
	Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration)	Sound Symmetry Just three notes Latin Dance
		
	Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases	Fly with the stars Just three notes Latin Dance
	READING NOTATION	
	Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.	Just three notes Fly with the stars
	Introduce and understand the differences between crotchets and paired quavers.	
	Apply word chants to rhythms, understanding how to link each syllable to one musical note.	
4.	INSTRUMENTAL PERFORMANCE	
	Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.	The doot doot song Spain Global Pentatonic The horse in motion Favourite song
	Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.	
	Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A)	
	READING NOTATION	
	Introduce and understand the differences between minims, crotchets, paired quavers and rests.	The doot doot song Spain Global Pentatonic
	Read and perform pitch notation within a defined range (e.g. C–G/do–so)	
Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble		

5.	INSTRUMENTAL PERFORMANCE	
	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance	What shall we do with the drunken sailor Madina tun nabi Baseline gamelan Composing in ternary form Kisne banaaya
	Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).	
	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.	
	Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	
	READING NOTATION	
	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.	What shall we do with the drunken sailor Kisne Banaaya
	Understand the differences between 2/4, 3/4 and 4/4 time signatures.	Composing in ternary form Building a groove
	Read and perform pitch notation within an octave (e.g. C–C'/do–do).	
	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	
6	INSTRUMENTAL PERFORMANCE	
	Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp)	Hey Mr Miller Composing for protest Dana nobis pacem Twinkle variations Race! Ames au vala tara bal
	Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard	
	Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line	
	READING NOTATION	
	Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.	Race! Twinkle Variations Dana nobis pacem
	Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).	Composing for protest
	Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.	
	Read and play from notation a four-bar phrase, confidently identifying note names and durations	