



Warren Wood Progression Grid



Music Skills and Knowledge

Expected by the End of Year Four

Play and Perform	Create and Compose
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> • Play in class ensemble with a sense of what's going on in the whole group • Sing contrasting styles of songs using different tempi and dynamics. • Sing rounds or partner songs in different time signatures. • Sing repertoire with small and large leaps and introduce a simple second part. • Develop facility in the basic skills of a selected instrument over a sustained period. • Rhythm work 'Cat Monkey Rest Cow Armadillo Elephant' • Sol-fa work (not compulsory) Soh me lah doh re doh' 	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> • Improvise using all known rhythm tags • Compose a piece in ternary form ABA • Improvise on the instrument you are now learning. • Make compositional decisions about the structure of improvisations. • Explore developing knowledge of musical components by composing music to create a specific mood.
Respond and Review	Listening and applying knowledge and understanding
<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Pick out key individual instruments in a piece. • Clap back a two bar rhythm pattern • Sing a song from memory <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • Talk about how music makes you feel, show understanding of the structure, tempo and dynamics. • Listen to live music • Listen using listening examples from MMC <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> • Relate to history curriculum using resources from MMC 	<p>Use and understand staff and other musical notation</p> <ul style="list-style-type: none"> • Use rhythm flash cards and/or graphic scores • Notation middle C-C' • Combine known rhythmic notation to create short pentatonic phrases for the instrument being learnt. • Play and perform melodies following staff notation as a whole class or in small groups. • Perform in two or more parts from simple notation.



**Warren Wood
Progression Grid**

