

Learning Wall: Y3/4 Music skills progression

Singing songs with control and using the voice expressively. Sing with awareness of pulse and control of rhythm.		Singing songs with control and using the voice expressively. Recognise simple structures. (Phrases).		Singing songs with control and using the voice expressively. Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.		Singing songs with control and using the voice expressively. Sing songs and create different vocal effects.		Singing songs with control and using the voice expressively. Understand how mouth shapes can affect voice sounds.		Singing songs with control and using the voice expressively. Internalise sounds by singing parts of a song ‘in their heads.’	
Listening, Memory and Movement. Create sequences of movements in response to sounds.		Listening, Memory and Movement. Explore and chose different movements to describe animals.		Listening, Memory and Movement. Demonstrate the ability to recognise the use of structure and expressive elements through dance.		Listening, Memory and Movement. Identify phrases that could be used as an introduction, interlude and ending.		Singing songs with control and using the voice expressively. Sing with confidence using a wider vocal range.		Singing songs with control and using the voice expressively. Sing in tune.	
Exploring sounds, melody & accompaniment. Recognise and explore different combinations of pitch sounds.		Controlling pulse and rhythm Recognise rhythmic patterns.		Controlling pulse and rhythm Perform a repeated pattern to a steady pulse.		Controlling pulse and rhythm Identify and recall rhythmic and melodic patterns.		Controlling pulse and rhythm. Identify repeated patterns used in a variety of music. (Ostinato).		Listening, Memory and Movement. Identify melodic phrases and play them by ear.	
		Control of instruments Choose instruments on the basis of internalised sounds.		Exploring sounds, melody & accompaniment. Identify ways sounds are used to accompany a song.		Exploring sounds, melody & accompaniment. Analyse and comment on how sounds are used to create different moods.		Exploring sounds, melody & accompaniment. Explore and perform different types of accompaniment.		Exploring sounds, melody & accompaniment. Explore and select different melodic patterns.	
Composition Improvise simple tunes based on the pentatonic scale.		Composition Compose music in pairs and make improvements to their own work.		Composition Create an accompaniment to a known song.		Composition Create descriptive music in pairs or small groups.		Control of instruments Identify melodic phrases and play them by ear.		Control of instruments Select instruments to describe visual images.	

Reading & Writing Notation Create long and short sounds on instruments.	Reading & Writing Notation Play and sing phrase from dot notation.	Reading & Writing Notation Record their own ideas.	Reading & Writing Notation Make their own symbols as part of a class score.	Composition Create textures by combining sounds in different ways.	Composition Create music that describes contrasting moods/emotions.
		Evaluating & Appraising Recognise how music can reflect different intentions.	Performance Skills Perform in different ways, exploring the way the performers are a musical resource.	Performance Skills Perform with awareness of different parts.	Reading & Writing Notation Perform long and short sounds in response to symbols