



Warren Wood Progression Grid



Music Skills and knowledge

Expected by the End of Year Three

Music Skills and knowledge	
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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 using tune and un-tuned percussion • Sing regularly working on dynamic contrasts • Sing a widening range of unison songs doh-soh • Perform as a choir in assembly • Develop ability in playing tuned percussion or a melodic instrument • Rhythm work 'Cat Monkey Rest Cow Armadillo' • Sol-fa work (not compulsory) Soh me lah doh re 	<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 binary form AB • Become more skilled at improvising, inventing 'on the spot' responses. • Structure musical ideas. • Compose in response to different stimuli and sources. • Compose song accompaniments on untuned percussion.
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"> • recognise all four families of the orchestra • recall a simple tune from memory • sing a song from memory • Use listening skills to correctly order phrases using dot notation. <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"> • Listen to a selection of different pieces of music using listening examples from MMC • Listen to live music <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-A • Combine known rhythmic notation with letter names to create rising and falling phrases with three notes. • Play and perform following staff notation. • Introduce the stave, lines and spaces. • Use dot notation to show higher or lower pitch.



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