



Wirksworth Junior School. Music skills ladder



Wirksworth Junior School. Music — Skills ladder

National curriculum (coverage **y3/4** and **y5/6** or **both**)

By the end of key stage 2 pupils should be taught

- To sing and play musically with increasing confidence and control.
- To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- To improvise and compose music for a range of purposes using the inter-related dimensions of music
- To use and understand staff and other musical notations
- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- To listen with attention to detail and recall sounds with increasing aural memory - develop an understanding of the history of music.

Breadth of study	Yr.3 & 4	Yr.5 & 6
Year A	<p>How is there freedom in the arts? (Wagner opera and Tchaikovsky ballet.) (Controlling sound through singing.) (Composing music with singing in the style of an opera.)</p>	<p>What do the arts tell us about our diverse society? (Handel’s choral music, Bernstein’s musical and Shankar’s symphony.) (Controlling sound through instruments.) (Composing music for a musical.)</p>
Year B	<p>What is the purpose of the arts? (Benjamin Britten’s Symphonies, traditional folk music and Aretha Franklin gospel singing.) (Controlling sound through instruments.) (Composing music in the style of a folk song.)</p>	<p>Is it better to stand out or fit in? (Protest songs/ the blues.) (Controlling sound through singing.) (Composing music in a Blues style.)</p>



Wirksworth Junior School. Music skills ladder

Year A Controlling sounds through singing.	<ul style="list-style-type: none">• I can sing in tune and with expression.• I can sing a range of songs in tune with expression, as part of a group or individually.• I can sing with an awareness of tempo and dynamic.• I can listen to a second part and know that ostinato is a repeating pattern in singing.• I can evaluate my own singing and make improvements. (PSHE)	<ul style="list-style-type: none">• I can sing a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round.• I can sing with an awareness of tempo, dynamic and musical style.• I can sing my own part in a round or other split part.• I can maintain a harmony (singing or performing higher or lower than the main melody) in a piece.• I can evaluate different types of singing from different cultures and heritages and discuss their preferences (English, PSHE, RE).• I can evaluate different types of singing (gospel choir, rock band, solo voices) and give my preferences. (PSHE, R.E)
Year B Controlling sounds by playing.	<ul style="list-style-type: none">• I can play notes on instruments clearly and including steps/ leaps in pitch and I am aware of what others are playing.• I can improvise (including call and response) within a group using 3 or 4 notes.	<ul style="list-style-type: none">• I can perform on an instrument with an awareness of tempo, dynamic and musical style.• I can improvise an ostinato pattern.• I can play solo in an ensemble context using a variety of techniques, confidently.
Year A & B Creating and developing musical ideas (composing different styles of music)	<ul style="list-style-type: none">• I can create rhythmic patterns with awareness of timbre and duration.• I can create/ improvise repeated patterns (ostinato) with a range of instruments (maths and computing).• I can compose and perform melodies using three or four notes.• I can create accompaniments for tunes using drones or melodic ostinato (riffs).• I can use a simple graphic score to record my compositions and beginning to use more complex graphic scores to do this.• I can effectively choose, order, combine and control sounds (texture/ structure).	<ul style="list-style-type: none">• I can compose and perform melodies using four or five notes• I can use a variety of different musical devices including melody, rhythms and chords.• I can create my own songs in the style of the blues or a musical.• I can identify where to place emphasis and accents in a song to create effects duration.• I can begin to use staff notation to record my compositions.• I can begin to use formal notation to record my compositions. e.g. different rhythms.



Wirksworth Junior School. Music skills ladder

Responding and reviewing (appraising) Year A & B	<ul style="list-style-type: none">• I can internalise the pulse in music, clap back a rhythm and explain if a pitch is higher or lower than the last note.• I can identify leitmotifs in Wagner's operas.• I can start to use musical vocabulary to describe music.• I can listen to several layers of sound (texture) and talk about the effect on mood and feelings. (PHSE)	<ul style="list-style-type: none">• I can use musical vocabulary confidently to describe music.
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