



Burbage CofE Infant and Burbage Junior School Music Progression Ladder



	Years 3 and 4	Years 5 and 6
Singing songs with control and using the voice.	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range; • Sing in tune; • Sing with awareness of pulse and control of rhythm; • Recognise simple structures (phrases); • Sing expressively with awareness & control at the expressive elements e.g. timbre, tempo, dynamics. 	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection; • Sing songs in tune & with awareness of other parts; • Sing with expression and rehearse with others; • Sing a round in two parts & identify the melodic phrases & how they fit together; • Sing confidently as a class, in small groups and alone.
Listening, Memory and Movement	<ul style="list-style-type: none"> • Create sequences of movements in response to sounds; • Explore & choose different movements to describe e.g. animals; • Demonstrate the ability to recognise the use of structure & expressive elements through dance. 	<ul style="list-style-type: none"> • Create dances that reflect musical features; • Identify how a mood is created by music & lyrics; • Listen to longer pieces of music & identify features.
Controlling pulse and rhythm	<ul style="list-style-type: none"> • Recognise rhythmic patterns; • Perform a repeated pattern to a steady pulse; • Identify & recall rhythmic and melodic patterns. 	<ul style="list-style-type: none"> • Identify different speeds of pulse (tempo) by clapping; • Improvise rhythm patterns; • Perform an independent part keeping to a steady beat; • Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melody and accompaniment.	<ul style="list-style-type: none"> • Comment on how sounds are used to create different moods; • Explore and perform different types of accompaniment. 	<ul style="list-style-type: none"> • See below
Control of instruments	<ul style="list-style-type: none"> • Select instruments to describe visual images; • Use IT to change & manipulate sounds. 	<ul style="list-style-type: none"> • Identify & control different ways percussion instruments make sounds; • Use IT to change & manipulate sounds.
Composition	<ul style="list-style-type: none"> • Compose music in pairs and make improvements to their own work; • Create descriptive music in pairs or small groups. 	<ul style="list-style-type: none"> • Identify starting points or composing music; • Compose music individually or in pairs using a range of stimuli & developing their musical ideas into a completed composition.



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Reading and writing notation	<ul style="list-style-type: none">• Perform long & short sounds in response to symbols;• Create long & short sounds in response to symbols.	<ul style="list-style-type: none">• Perform using notation as a support.
Performance skills	<ul style="list-style-type: none">• Perform in different ways, exploring the way the performers are a musical resource;• Perform with an awareness of different parts.	<ul style="list-style-type: none">• Present performances effectively with awareness of audience, venue & occasion.
Evaluating and appraising	<ul style="list-style-type: none">• Make improvements to their own & others' work.	<ul style="list-style-type: none">• Improve their work through analysis, evaluation & comparison.