

Dothill Progression Mapping



Music

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

Pillars of Knowledge	Year Three	Year Four
<p>Technical Understanding and using the language</p>	<ul style="list-style-type: none"> ✓ I know and can make a decision as to which notes to use when composing and improvising with the song. ✓ I know and am beginning to demonstrate an understanding and appropriate use of musical language (including musical elements) from both prior and new learning. ✓ I know how to and can play instrumental parts, playing by ear or with the notation provided. 	<ul style="list-style-type: none"> ✓ I know and can make an informed decision as to which notes to use when composing and improvising with the song. ✓ I know and can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. ✓ I know how to and can play instrumental parts with increasing confidence, playing by ear or with the notation provided.
<p>Constructive Listening and responding</p>	<ul style="list-style-type: none"> ✓ I can create a simple four or six-bar melody according to the instructions given for the Music Notepad composition task. ✓ I can identify and describe feelings as they relate to music. ✓ I can demonstrate a basic understanding of the musical style and some understanding of the cultural and historical connections to the music. 	<ul style="list-style-type: none"> ✓ I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task. ✓ I can identify and describe a variety of contrasting feelings as they relate to music. ✓ I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.
<p>Expressive Developing performance awareness and skills</p>	<ul style="list-style-type: none"> ✓ I can demonstrate an awareness of pulse/beat when listening, moving to, and performing music. ✓ I can demonstrate an early understanding of the importance of posture, diction and technique when performing. ✓ I can introduce the performance with context and understanding of the song, the learning process, and any other relevant connections. 	<ul style="list-style-type: none"> ✓ I can demonstrate a strong awareness of pulse/beat when listening, moving to, and performing music. ✓ I can demonstrate an understanding of the importance of posture, diction and technique when performing. ✓ I can confidently introduce the performance with context and understanding of the song, the learning process, and any other relevant connections.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ✓ Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. 	<ul style="list-style-type: none"> ✓ Minims, dotted crotchets, crotchets, quavers and semiquavers.

