

Dothill Progression Mapping



Music

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

Pillars of Knowledge	Year Five	Year Six
Technical Understanding and using the language	<ul style="list-style-type: none"> ✓ I know and can make an informed decision as to which notes and expression to use when composing and improvising with the song. ✓ I know and can demonstrate a good level of 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 with an increasing level of confidence. 	<ul style="list-style-type: none"> ✓ I know and can make an informed decision as to which notes and expression to use when composing and improvising with the song. ✓ I know and can demonstrate a strong level of understanding and appropriate use of musical language (including musical elements), from both prior and new learning. ✓ I know how to and can confidently play instrumental parts, playing by ear or with the notation provided.
Constructive Listening and responding	<ul style="list-style-type: none"> ✓ I can create a simple four, six or eight-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 a good understanding of the musical style and a broader understanding of the cultural and historical connections to the music. 	<ul style="list-style-type: none"> ✓ I can create a four, six, eight or 12-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 and talk about them with confidence ✓ I can demonstrate a secure understanding of the musical style and a broader understanding of the cultural and historical connections to the music.
Expressive Developing performance awareness and skills	<ul style="list-style-type: none"> ✓ I can demonstrate with increasing confidence an awareness of pulse/beat when listening, moving to, and performing music. ✓ I can demonstrate - and can explain - an understanding of the importance of posture, diction and technique when performing. ✓ I can introduce and can explain 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 confidently demonstrate an awareness of pulse/beat when listening, moving to, and performing music. ✓ I can confidently demonstrate - and can explain - an understanding of the importance of posture, diction and technique when performing. ✓ I can introduce and explain with confidence the performance with context and understanding of the song, the learning process, and any other relevant connections.
Vocabulary	Minims, dotted minims, dotted crotchets, crotchets, quavers dotted quavers semiquavers, triplet quavers.	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, dotted minims, triplet quavers.