

## Progression of Skills and Knowledge Music

Compose	Explore	Listening, Reflecting and Appraising	Using Instruments	Using Voices
---------	---------	--------------------------------------	-------------------	--------------

Year Group	Skills	Knowledge
Year 3	<u>COMPOSE</u> Compose a simple rhythmic accompaniment to go with a song, using ostinato patterns. Recognise that music that has a recognisable structure (beginning, middle, end or verse/chorus) intonation, tone, volume and action. Recognise music that tells a story, paints a picture or creates a mood. Recognise music that uses repetition/echo.	<u>COMPOSE</u> Using percussion instruments, in groups, to create graphic scores which tell a story or paints a picture, with a basic structure (beginning, middle, end) <u>EXPLORE</u> Use GROOVY JUNGLE (Explore section) to introduce all the theory of music and recognition of the different sounds that instruments make! <u>Introduce REGGAE</u> The children create a factfile / poster about Bob Marley (using chromebooks or secondary research tools). Inform them of the features of the genre REGGAE using prepared powerpoint. Discuss the instruments used, and discuss whether they like or dislike it and why. Ask them to try and use musical language. Eg. melody, rhythm, etc. <u>Introduce ENGLISH CLASSICAL SONG</u> The children create a factfile / poster about Benjamin Britten (using chromebooks or secondary research tools). Inform them of the features of the genre ENGLISH CLASSICAL SONG using prepared powerpoint. Discuss the instruments used, and discuss whether they like or dislike it and why. Ask them to try and use musical language. Eg. melody, rhythm, etc. <u>Introduce POP MUSIC</u> The children compare Heal the World – Michael Jackson and Colonel Bogey's March
	<u>EXPLORE</u> Explore longer - shorter / faster - slower / higher - lower - quieter sounds on tuned and untuned percussion and voices. Pitch notes moving by steps, and by leaps. Create symbols to represent sound (graphic scores / traditional notation) Explore the different sounds (timbres) that one instrument can make. Explore how the musical elements can be combined to compose descriptive music.	
	<u>LISTENING, REFLECTING and APPRAISING</u> Listen with concentration to longer pieces / extracts of music. Listen to live/recorded extracts of different kinds of music and identify where appropriate a specific pattern or event. Listen to live/recorded extracts of different kinds of music and identify where appropriate the tempo / volume. Listen to live/recorded extracts of different kinds of music and identify where appropriate the melody. Identify common characteristic.	

	<p>Recognise some familiar instrumental sounds in recorded music. Identify repetition in music ie a song with a chorus. Recognise aurally wooden, metal, skin percussion instruments and begin to know their names. Listen to their own compositions and use musical language to describe what happens in them.</p> <p><u>USING INSTRUMENTS</u> Keep a steady beat on an instrument in a group or individually. Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and steady beat. Use tuned percussion with increased confidence.volume and action. Copy a short melodic phrase by ear on a pitched instrument. Play using symbols including graphic and / or simple traditional notation. Follow simple hand directions from a leader. Perform with an awareness of others. Combine musical sounds with narrative and movement.</p> <p><u>USING VOICES</u> Sing songs in a variety of styles with confidence, singing an increasing number from memory. Show increasing accuracy of pitch and awareness of the shape of a melody. Imitate increasingly longer phrases with accuracy. Sing with an awareness of the phrases of a song. Understand that posture, breathing and diction are important. Demonstrate an awareness of character or style in performance. Chant or sing a round in two parts. Sing songs with a recognised structure. (verse and chorus / call and response)</p>	<p>Inform them of the features of the genre POP MUSIC using prepared powerpoint. Discuss the instruments used, amd discuss which one they preferred and why. Ask them to try and use musical language. Eg. melody, rhythm, etc.</p> <p><u>OWN COMPOSITIONS</u> Graphic score sessions – using constructive criticism to improve their pieces Using Dance EJay, discuss the structure of their pieces.</p> <p><u>Recorders</u> Use ‘Recorder from the Beginning 1’ to introduce them to reading music – Treble Clef Stave Time Signatures Types of notes and duration eg crotchet = 1 beat! Treble Clef phrases ‘Every Good Boy Deserves Fudge’ and ‘FACE’</p> <p><u>Percussion Instruments (including BOOMWHACKERS and HANDBELLS)</u> Create graphic scores and use percussion instruments to play rhythmical or melodic ostinato to accompany a well-known song. Introduce a leader / conductor to lead /conduct a graphic score within each group!</p> <p><u>VOCAL TECHNIQUES</u> Get the children used to the basic techniques of singing – posture, breathing and diction. Use YouTube clips from BBC School Choir of the Year to show how children should be standing, breathing, etc. Songs – songs from Harvest Festival, Carol Service, Year 3 Production (Spring Term), Young Voices and assembly songs Using rounds, part songs to get the children singing in two parts.</p>
--	--	---

Year 4	<p><b><u>COMPOSE</u></b>          Compose a simple rhythmic accompaniment to a song using ostinato patterns and drones.          Compose a simple melody from a selected group of notes. (i.e. Pentatonic scale)          Compose music that has a recognisable structure, volume and action.          Compose a piece of music that reflects images/ and atmosphere, that has a clear defined plan, making adjustments to achieve the intended effect.          Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience.          Use a range of ICT to sequence, compose, record and share work.</p>	<p><b><u>COMPOSE</u></b>          Using percussion instruments, in groups, to create graphic scores which tell a story or paints a picture, with a basic structure (beginning, middle, end)          Use the recording studio to record their compositions, once they are refined.</p>
	<p><b><u>EXPLORE</u></b>          Explore sounds to create particular effects. (timbre)          Explore rhythmical patterns in music from different times and places. (duration)          Explore the pentatonic scale.          Explore pitched notes that move by steps and leaps to make short phrases.          Explore music that describes feelings or moods using dynamics, tempi and timbre.          Explore combining and controlling sounds to achieve a desired effect.          Explore music that incorporates effective silences. (rests)          Explore different groupings of beats. (metre of 2/3)</p>	<p><b><u>EXPLORE</u></b>          Use GROOVY JUNGLE (Explore section) to introduce all the theory of music and recognition of the different sounds that instruments make!          Use percussion instruments and Chinese music to introduce the Pentatonic Scale. Introduce the idea of silence within your compositions.  <b><u>Introduce POP MUSIC</u></b>          The children listens, compares and appraise pieces by ABBA. – Mama Mia, Dancing Queen and Winner Takes It All.          Inform them of the features of the genre POP using prepared powerpoint.          Discuss the instruments used, and discuss whether they like or dislike it and why. Ask them to try and use musical language. Eg. melody, rhythm, etc.  <b><u>Introduce ENGLISH FOLK SONGS</u></b>          Revisit the factfiles about Benjamin Britten. Discuss what they can remember about Benjamin Britten.          Inform them of the features of the genre ENGLISH FOLK SONGS using prepared powerpoint.          Discuss the instruments used, and discuss whether they like or dislike it and why. Ask them to try and use musical language. Eg. melody, rhythm, etc.</p>
	<p><b><u>LISTENING, REFLECTING AND APPRAISING</u></b>          Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.          Recognise and talk about some contrasting styles of music in broad terms using appropriate musical language. Can I recognise music from different times and countries identifying key elements that give it its unique sound.          Identify repeated rhythmic or melodic phrases in live or recorded music.</p>	<p><b><u>Introduce SOUL MUSIC</u></b>          The children listen to and appraise Lean on Me – Bill Withers          Inform them of the features of the genre SOUL MUSIC using prepared powerpoint.          Discuss the instruments used, and discuss which one they preferred and why. Ask them to try and use musical language. Eg. melody, rhythm, etc.  <b><u>OWN COMPOSITIONS</u></b></p>

	<p>Recognise relationships between lyrics and melody. Recognise chords / clusters.</p>	<p>Graphic score sessions – using constructive criticism to improve their pieces Using Dance EJay, discuss the structure of their pieces. <u>Recorders</u> Use 'Recorder from the Beginning 1' to introduce them to reading music – Treble and Bass Clefs Stave Time Signatures Key Signatures Types of notes and duration eg crotchet = 1 beat! Treble Clef phrases 'Every Good Boy Deserves Fudge' and 'FACE' Bass Clef phrases 'Great Big Dogs Feel Angry' and 'All Cows Eat Grass' <u>Percussion Instruments (including BOOMWHACKERS and HANDBELLS)</u> Create graphic scores and use percussion instruments to play rhythmical or melodic ostinato to accompany a well-known song. Introduce a leader / conductor to lead /conduct a graphic score within each group! <u>VOCAL TECHNIQUES</u> Get the children used to the basic techniques of singing – posture, breathing and diction. Use YouTube clips from BBC School Choir of the Year to show how children should be standing, breathing, etc. Discuss phrasing, dynamics and creating a mood within a song. Songs – songs from Harvest Festival, Carol Service, Year 4 Production (Summer Term), Young Voices and assembly songs Using rounds, part songs to get the children singing in two/three parts.</p>
	<p><u>USING INSTRUMENTS</u> Maintain two or more different ostinato patterns in a small instrumental group against a steady beat. Play music that includes rests. Use tuned percussion instruments with increased confidence to accompany songs and improvise. Play by ear - find known phrases or short melodies using tuning instruments. Play music in a metre of two or three time. Read and play from some conventional music symbols. Combine instrumental playing with narrative and movement. Follow a leader, stopping / starting, playing faster / slower and louder / quieter. Perform to an audience of adults.</p> <p><u>USING VOICES</u> Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody. Sing songs showing musical expression. (phrasing, change of tempi, dynamics, reflecting the mood and character of the song and its context) Sing two/three part rounds with more confidence and increasing pitch accuracy. Copy short phrases and be able to sing up and down in steps independently.</p>	
Year 5	<p><u>COMPOSE</u> Compose music for a special occasion. (i.e. Fanfare) Create lyrics to match a melody.</p>	<p><u>COMPOSE</u></p>

	<p>Compose descriptive music in groups, using musical elements and musical devices such as repetition, ostinato, etc. Compose a group / class arrangement of a song using voices and instruments. Refine and record compositions either graphically or using ICT.</p> <p><u>EXPLORE</u> Explore the different sounds and timbres that can be made on certain orchestral instruments and use them to effect in compositions. Explore short rhythmic and melodic ostinatos on tuned and untuned instruments through improvisation. Explore the layering rhythmic and melodic ostinatos. Perform a piece of music using notation. (graphic or conventional) Play by ear - copy back; finding phrases or melodies on instruments with increasing confidence. Explore different metres, syncopation and how to swing the beat. Improvising over a drone. Explore chords and note clusters. Explore different computer programs for sampling, sequencing, and composing music. orchestral instruments taught in school. Explore techniques for recording and sharing music.</p> <p><u>LISTENING, REFLECTING and APPRAISING</u> Recognise aurally the range of instruments. Recognise and talk about specific styles/traditions of music with a growing awareness of the musical differences and similarities. Recognise music from different times and countries identifying key elements that give it its unique sound. Recognise and identify features of expression in an extract of live or recorded music. Recognise relationships between lyrics and melody. Recognise chords / clusters.</p> <p><u>USING INSTRUMENTS</u></p>	<p>Compose a rainforest rap / school song, creating a melody and a set of lyrics that are related to life in school, focussing on the ethos and enjoyment of being at WBJs. Using percussion instruments, in groups, to create graphic scores which tell a story or paints a picture, with a basic structure (beginning, middle, end) Use the recording studio to record their compositions, once they are refined.</p> <p><u>EXPLORE</u> Use GROOVY JUNGLE (Explore section) to introduce all the theory of music and recognition of the different sounds that instruments make! Look at chordal progressions and how they match a melody. Look at syncopation and look at how music is layered and how different instruments work well together or not!</p> <p><u>Introduce ROCK</u> The children listen to and appraise the piece Don't Stop Believing - Journey Inform them of the features of the genre ROCK using prepared powerpoint. Discuss the instruments used, and discuss whether they like or dislike it and why. Ask them to try and use musical language. Eg. melody, rhythm, etc.</p> <p><u>Introduce MOTOWN MUSIC</u> The children create a factfile / poster about MOTOWN MUSIC (using chromebooks or secondary research tools). Inform them of the features of the genre MOTOWN MUSIC using prepared powerpoint. Discuss the instruments used, and discuss whether they like or dislike it and why. Ask them to try and use musical language. Eg. melody, rhythm, etc.</p> <p><u>Introduce BOSSA NOVA</u> The children compare Desafinado – Stan Getz Inform them of the features of the genre BOSSA NOVA using prepared powerpoint.</p>
--	---	--



Play a range of percussion and orchestral instruments with increasing confidence and ability.  
 Play and improvise as part of a group and as a solo performer.  
 Maintain own part in a small instrumental group.  
 Play with a sense of pulse in a variety of metres.  
 Perform a piece of music using notation. (graphic or conventional)  
 Play by ear - copy back; finding phrases or melodies on instruments with increasing confidence.  
 Sustain a melodic ostinato or drone to accompany singing / other instruments.  
 Perform expressively showing an understanding of the music and its context.  
 Perform in a variety of styles / genres.

#### USING VOICES

Sing songs in a variety of styles, showing accuracy and expression  
 Sing as part of a three part round.  
 Sing a second part of a two part round with increasing confidence.  
 Sing a song with an understanding of its history and purpose.  
 Perform a song showing an awareness of phrasing and the shape of the melody.  
 Sing independently with increasing confidence and accuracy and the shape of the melody.

Discuss the instruments used, and discuss which one they preferred and why. Ask them to try and use musical language. Eg. melody, rhythm, etc.

#### OWN COMPOSITIONS

Graphic score sessions – using constructive criticism to improve their pieces

Using Dance EJay, discuss the structure of their pieces.

#### GIGAJAM

The children learn either keyboard, drums or guitar using GIGAJAM (an online piece of software, which guides the children through the techniques etc of playing the relevant musical instruments and leads to taking GRADES in association with the University of WEST LONDON and LONDON COLLEGE of MUSIC.

Treble and Bass Clefs

Stave

Time Signatures

Types of notes and duration eg crotchet = 1 beat!

Treble Clef phrases 'Every Good Boy Deserves Fudge' and 'FACE'

Bass Clef phrases 'Great Big Dogs Feel Angry' and 'All Cows Eat Grass'

#### Percussion Instruments (including BOOMWHACKERS and HANDBELLS)

Create graphic scores and use percussion instruments to play rhythmical or melodic ostinato to accompany a well-known song.

Introduce a leader / conductor to lead /conduct a graphic score within each group!

#### VOCAL TECHNIQUES

Get the children used to the basic techniques of singing – posture, breathing and diction.

Look at phrasing and the shape of the melody.

Use YouTube clips from BBC School Choir of the Year to show how children should be standing, breathing, etc.

Discuss phrasing, dynamics and creating a mood within a song.

		<p>Songs – songs from Harvest Festival, Carol Service, Year 5/6 Production (Autumn Term), Young Voices and assembly songs</p> <p>Using rounds, part songs to get the children singing three / four part rounds.</p>
Year 6	<p><u>COMPOSE</u> Create own simple songs reflecting the meaning of the words. Compose music that reflects given intentions, e.g. Descriptive music, a rap, a melody with an ostinato accompaniment. Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. Refine own compositions after discussion. Use a range of symbols (conventional or graphic) to record their compositions. Use ICT to record, sample, sequence. Loop and manipulate sound to create soundscapes / compositions.</p> <p><u>EXPLORE</u> Explore chords / harmony - concord and discord. Explore scales, such as PENTATONIC, RAGS, BLUES. Explore the texture, created by layering rhythmic and/or melodic ostinatos. Develop ideas, using musical devices such as repetition, question and answer, ostinato. Explore characteristics of various styles, for example, Blues, Rag, Gospel, Folk, African, etc. Explore improvising in a variety of styles.</p> <p><u>LISTENING, REFLECTING and APPRAISING</u> Talk about music they hear using musical terms. Talk about the combined layers in their own arrangements and compositions and how their pieces can be refined. Talk about the differences in musical styles / genres and reflect and articulate how and why these differences occur. Distinguish differences in timbre and texture between a wide range of instruments and instrumentation. Identify and discuss 'what happens when' within simple musical structures.</p>	<p><u>COMPOSE</u> Compose a school song, creating a melody and a set of lyrics that are related to life in school, focussing on the ethos and enjoyment of being at WBJS. Using percussion instruments, in groups, to create graphic scores which tell a story or paints a picture, with a basic structure (beginning, middle, end) Use the recording studio to record their compositions, once they are refined. Using looping to create soundscapes.</p> <p><u>EXPLORE</u> Use GROOVY JUNGLE (Explore section) to introduce all the theory of music and recognition of the different sounds that instruments make! Look at chordal progressions and how they match a melody. INCLUDING BLUES / RAG CHORDS. Look at syncopation and look at how music is layered and how different instruments work well together or not!</p> <p><u>Introduce ROCK AND ROLL</u> The children create a factfile / poster about Chuck Berry (using chromebooks or secondary research tools. Inform them of the features of the genre ROCK AND ROLL using prepared powerpoint. Discuss the instruments used, and discuss whether they like or dislike it and why. Ask them to try and use musical language. Eg. melody, rhythm, etc.</p> <p><u>Introduce ENGLISH CONTEMPORARY MUSIC</u> The children listen to and appraise Homelands – Nitin Sawhney Inform them of the features of the genre ENGLISH CONTEMPORARY MUSIC using prepared powerpoint.</p>

	<p>Recognise and identify features of expression in an extract of live or recorded music.</p> <p>Compare two pieces of instrumental music from different countries/times and discuss their similarities and differences.</p> <p>Use musical vocab and knowledge to talk about and discuss sources, traditions and cultures, including their own compositions.</p> <p>Use musical vocab and knowledge to help identify areas for development or refinement when composing.</p>	<p>Discuss the instruments used, and discuss whether they like or dislike it and why. Ask them to try and use musical language. Eg. melody, rhythm, etc.</p> <p><u>Introduce RAP</u></p> <p>The children listen to and appraise Fresh Prince of Bel-Air – Will Smith</p> <p>Inform them of the features of the genre RAP using prepared powerpoint.</p> <p>Discuss the instruments used, and discuss which one they preferred and why. Ask them to try and use musical language. Eg. melody, rhythm, etc.</p> <p><u>OWN COMPOSITIONS</u></p> <p>Graphic score sessions – using constructive criticism to improve their pieces</p> <p>Using Dance EJay, discuss the structure of their pieces,</p> <p><u>Clarinets</u></p> <p>Use ‘Charanga’ to introduce them to reading music –</p> <p>Treble and Bass Clefs</p> <p>Stave</p> <p>Types of notes and duration eg crotchet = 1 beat!</p> <p>Treble Clef phrases ‘Every Good Boy Deserves Fudge’ and ‘FACE’</p> <p>Dynamics (forte, piano, mezzo forte, cresc, dim,)</p> <p>Tempos (Andante, Allegro, Largo, Presto)</p> <p>Time Signatures (Common and Complex)</p> <p>Key Signatures</p> <p><u>Percussion Instruments (including BOOMWHACKERS and HANDBELLS)</u></p> <p>Create graphic scores and use percussion instruments to play rhythmical or melodic ostinato to accompany a well-known song.</p> <p>Introduce a leader / conductor to lead /conduct a graphic score within each group!</p> <p><u>VOCAL TECHNIQUES</u></p> <p>Get the children used to the basic techniques of singing – posture, breathing and diction.</p>
	<p><u>USING INSTRUMENTS</u></p> <p>Perform on a range of instruments in mixed groups to an audience, with confidence.</p> <p>Read and play with confidence from conventional or graphic notation.</p> <p>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</p> <p>Perform with sensitivity to different dynamics, tempi.</p> <p>Lead/conduct a group of instrumental performers.</p> <p>Maintain a rhythmic or melodic accompaniment to a song.</p> <p>Maintain own part on a pitched instrument in a small ensemble.</p> <p>Perform own compositions to an audience.</p> <p>Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.</p>	
	<p><u>USING VOICES</u></p> <p>Sing confidently in a wide variety of styles with expression.</p> <p>Communicate the meaning and mood of a song.</p> <p>Sing a simple second part of a two part song with confidence.</p> <p>Maintain own part in a round.</p> <p>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</p>	



		<p>Learn how to communicate the meaning and mood of a particular song, Look at phrasing and the shape of the melody. Use YouTube clips from BBC School Choir of the Year to show how children should be standing, breathing, etc. Discuss phrasing, dynamics and creating a mood within a song. Songs – songs from Harvest Festival, Carol Service, Year 5/6 Production (Autumn Term), Young Voices and assembly songs Using rounds, part songs to get the children singing three / four part rounds independently.</p>
--	--	---