

Progression of Skills In Music

KEY SKILLS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Listening, appraising and responding</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <ul style="list-style-type: none"> ● Understanding that music from different parts of the world, and different times, have different features. ● Recognising and explaining the changes within a piece of music using musical vocabulary. ● Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. ● Beginning to show an awareness of metre. <p>Recognising and beginning to discuss changes within a piece of music</p> <ul style="list-style-type: none"> ● Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>Recognising the use and development of motifs in music.</p> <ul style="list-style-type: none"> ● Identifying gradual dynamic and tempo changes within a piece of music ● Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues). ● Identifying common features between different genres, styles and traditions of music. ● Recognising, naming and explaining the effect of the Interrelated dimensions of music. ● Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. ● Using musical vocabulary to discuss the purpose of a piece of music. <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).</p> <ul style="list-style-type: none"> ● Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. ● Comparing, discussing and evaluating music using detailed musical vocabulary. ● Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<p>Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <ul style="list-style-type: none"> ● Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music). ● Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. ● Identifying the way that features of a song can complement one another to create a coherent overall technique ● Use musical vocabulary correctly when describing and evaluating the features of a piece of music. ● Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. ● Confidently using detailed musical vocabulary (related to the inter-related dimensions of

				music) to discuss and evaluate their own and others work.
Composing	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <ul style="list-style-type: none"> ● Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). ● Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. ● Suggesting and implementing improvements to their own work, using musical vocabulary. 	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <ul style="list-style-type: none"> ● Beginning to improvise musically within a given style (Blues). ● Developing melodies using rhythmic variation, transposition, inversion, and looping. ● Creating a piece of music with at least four different layers and a clear structure. ● Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. ● Suggesting improvements to others work, using musical vocabulary 	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <ul style="list-style-type: none"> ● Improvising coherently within a given style. ● Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. ● Using staff notation to record rhythms and melodies. ● Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. ● Suggesting and demonstrating improvements to own and others' work. 	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <ul style="list-style-type: none"> ● Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. ● Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. ● Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. ● Recording own composition using appropriate forms of notation and/or technology and incorporating. ● Constructively critique their own and others' work, using musical vocabulary.
Performing	<ul style="list-style-type: none"> ● Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. ● Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> ● Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. ● Singing and playing in time with peers, with accuracy and 	<ul style="list-style-type: none"> ● Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. ● Working as a group to perform a piece of music, adjusting dynamics pitch according to a graphic score, 	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> ● Working as a group to perform a piece of music, adjusting the interrelated dimensions of music

	<ul style="list-style-type: none"> ● Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. 	<p>awareness of their part in the group performance.</p> <ul style="list-style-type: none"> ● Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. ● Playing syncopated rhythms with accuracy, control and fluency. ● Playing simple chord sequences (12 bar blues). ● Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. 	<p>keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none"> ● Performing with accuracy and fluency from graphic and simple staff notation. ● Playing a simple chord progression with accuracy and fluency. 	<p>as required, keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none"> ● Performing a solo or taking a leadership role within a performance. ● Performing with accuracy and fluency from graphic and staff notation and from their own notation. ● Performing by following a conductor's cues and directions.
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Current Music Topic Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Ballads (5 lessons) Learning what ballads are, how to identify their features and how to convey different emotions when performing.. Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.</p>	<p>Creating compositions in response to an animation (Theme: Mountains) (5 lessons) Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout</p>	<p>Developing singing technique (Theme: The Vikings) (5 lessons) Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p>	<p>Pentatonic melodies and composition (Theme: Chinese New Year) (5 lessons) Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and</p>	<p>Jazz (5 lessons) Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p>	<p>Traditional instruments and improvisation (Theme: India) (5 lessons) Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.</p>

		the piece. Creating original compositions to match an animation.		performing a finished piece.		
Year 4	Body and tuned percussion (Theme: Rainforests) (5 lessons) Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer	Rock and roll (5 lessons) Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.	Changes in pitch, tempo and dynamics (Theme: Rivers) (5 lessons) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Changes in pitch, tempo and dynamics (Theme: Rivers) (5 lessons) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Changes in pitch, tempo and dynamics (Theme: Rivers) (5 lessons) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Adapting and transposing motifs (Theme: Romans) (5 lessons) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.
Year 5	Composition notation (Theme: Ancient Egypt) (5 lessons) Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	Blues (5 lessons) Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to	South and West Africa (5 lessons) Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Composition to represent the festival of colour (Theme: Holi festival) (5 lessons) Exploring the associations between music, sounds and colour, composing and, as a class and performing their own	Looping and remixing (5 lessons) Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.	Musical theatre (5 lessons) An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.

		create an improvised piece with a familiar, repetitive backing.		musical composition to represent Holi.		
Year 6	Advanced rhythms (5 lessons) Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.	Dynamics, pitch and tempo (Theme: Fingal's Cave) (5 lessons) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Songs of WW2 (5 lessons) Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Film music (5 lessons) Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Film music (5 lessons) Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Composing and performing a Leavers' Song (6 lessons) Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.
Whole School Projects						