

Music Progression of Skills and knowledge – Busbridge junior School

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

	Year 3	Year 4	Year 5	Year 6
Listening and Appraisal	<p>To improve their work explaining how it has improved</p> <p>To use musical words (the elements of music) to describe a piece of music and compositions</p> <p>To use musical words to describe what they like and dislike</p> <p>To recognise the work of at least one famous composer</p> <p>Challenge: Pupils can tell whether a change is gradual or sudden. They identify repetition, contrasts and variations</p>	<p>To explain the place of silence and say what effect it has</p> <p>To start to identify the character of a piece of music</p> <p>To describe and identify the different purposes of music</p> <p>To begin to identify with the style of the work of some classical composers</p> <p>Challenge: Pupils can identify how a change in timbre can change the effect of a piece of music</p> <p>Genres: Pop- ABBA</p>	<p>To describe, compare and evaluate music using musical vocabulary</p> <p>To explain why they think their music is successful or Unsuccessful</p> <p>To suggest improvements to their own or others' work</p> <p>To choose the most appropriate tempo for a piece of music</p> <p>To contrast the work of famous composers and show preferences</p> <p>Challenge: Pupils can explain how tempo changes the character of music They</p>	<p>To be able to refine and improve their work</p> <p>To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>To be able to analyse features within different pieces of music</p> <p>To be able to compare and contrast the impact that different composers from different had on the people of the time</p> <p>Challenge: Pupils can appraise the introductions,</p>

	<p>Genres: R&B, Western Classical, Musicals, Motown, Soul Reggae Pop songs that tell a story- Music from around the world Disco and anthems Classical - Hallelujah from Messiah Handel Baroque In the hall of the Mountain King Grieg, The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes Pyotr Ilyich Tchaikovsky Romantic The Firebird Suite: Finale Igor Stravinsky 20th and 21st Century Orchestral</p>	<p>Grime, Bhangra, Tango, Latin Fusion Gospel/Soul - Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir Pop Beatles Classical - Bachianas Brasileiras No. 2 - The Little Train Of The Caipira Heitor Villa-Lobos 20th and 21st Century Orchestral Symphony No.5 4th Movement Ludwig van Beethoven O Euchari Hildegard von Bingen Medieval Romeo and Juliet, Overture- Fantasy Pyotr Ilyich Tchaikovsky Romantic</p>	<p>identify where a gradual change in dynamics has helped to shape a phrase of music Genres: Rock anthems Jazz- Bossa Nova, Swing Pop Ballads Old school Hip Hop Motown Classical - The Lark Ascending Ralph Vaughan Williams 20th and 21st Century Orchestral, The Song Of Hiawatha: Overture Op. 30 Samuel Coleridge-Taylor Romantic</p>	<p>interludes and endings for songs and compositions they have created Genres: Pop Neo style Jazz- Bacharach, Blues Benjamin Britten (Western Classical Music), Gospel, Bhangra Urban Gospel 70s Ballad/Pop Women in music Classical- Fanfare For The Common Man Aaron Copland 20th and 21st Century Orchestral, The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Igor Stravinsky 20th and 21st Century Orchestral, 1812 Overture Pyotr Ilyich Tchaikovsky Romantic, Mazurka In G Minor, Op. 24 No. 1 Frédéric Chopin Romantic</p>
Performing	<p>To sing in tune with expression To control their voice when singing To play clear notes on instruments</p>	<p>To perform a simple part rhythmically To sing songs from memory with accurate pitch To improvise using repeated patterns</p>	<p>To breathe in the correct place when singing To sing and use their understanding of meaning to add expression</p>	<p>To sing a harmony part confidently and accurately To perform parts from memory</p>

	<p>Challenge: Pupils work with a partner to create a piece of music using more than one instrument</p>	<p>Challenge: Pupils can use selected pitches simultaneously to produce simple harmony</p>	<p>To maintain their part whilst others are performing their part To perform 'by ear' and from simple notations To improvise within a group using melodic and rhythmic phrases To recognise and use basic structural forms e.g. rounds, variations, rondo form</p> <p>Challenge: Pupils use pitches simultaneously to produce harmony by building up layers/ texture</p>	<p>To perform using notations To take the lead in a performance To take on a solo part To provide rhythmic Support</p> <p>Challenge: Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together</p>
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<p>Composing</p>	<p>To use different elements in their composition To create repeated patterns with different instruments To compose melodies and songs To create accompaniments for tunes To combine different sounds to create a specific mood or feeling</p> <p>Challenge: Pupils understand metre in 2 and 3 beats; then 4 and 5 beats. They understand how the use of tempo can provide contrast within a piece of music.</p>	<p>To use notations to record and interpret sequences of pitches To use standard notation To use notations to record compositions in a small group or on their own To use their notation in a performance</p> <p>Challenge: Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales. They can show how they can use dynamics to provide contrast</p>	<p>To change sounds or organise them differently to change the effect To compose music which meets specific criteria To use their notations to record groups of pitches (chords) To use a music diary to record aspects of the composition process To choose the most appropriate tempos for a piece of music</p> <p>Challenge: Pupils understand the relation between pulse and syncopated patterns They can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre</p>	<p>To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) To recognise that different forms of notation serve different purposes To use different forms of notation To be able to combine groups of beats</p> <p>Challenge: Pupils can show how a small change of tempo can make a piece of music more effective They use the full range of chromatic pitches to build up chords, melodic lines and bass lines.</p>
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Musicianship	Develop instrumental playing on tuned percussion using standard notation Develop understanding and the practice of music vocabulary - duration, pitch, timbre, texture, structure, dynamics, tempo	Perform on instruments being learnt in two or more parts from simple notation Introduce rhythmic notation minims, crotchets, quavers and rests	Perform on instruments following staff notation, understanding time signatures and duration from semibreves to semiquavers Read and play from notation a short phrase identifying note names and durations Develop the skill of playing by ear on tuned instruments	Perform on instruments following staff notation in a range of one octave, with dynamic variation, and ensemble playing Read and play from notation a four-bar phrase identifying note names and durations
VOCAB	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook,	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography,	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass,	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo,

	riff, melody, Reggae, pentatonic scale, imagination, Disco.	digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.
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