



Music

Progression of knowledge, skills and understanding

Skills	Class 3 – Y3/4	Class 4 – Y4/5	Class 5 – Y5/6
<p><i>Singing/Performing</i></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>To sing together and become aware of pitch.</p> <p>To perform simple rhythmic and musical parts, beginning to vary use a small range of notes.</p> <p>To think about others while performing.</p>	<p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes and begin to change dynamics.</p> <p>To maintain their own part and be aware how the different parts fit together.</p> <p>To think about others while performing.</p>	<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>To maintain their own part and be aware how the different parts fit together.</p> <p>To think about an audience when performing and how to create a specific effect.</p>
	<p>Vocab: backing vocals, melody, pulse, rhythm, pitch</p> <p>Year A: pop, 1970's Year B: Rhythm & Blues.</p>	<p>Vocab: by ear, melody, backing vocals, pulse, rhythm, pitch</p> <p>Year A: rock Year B: rap</p>	<p>Vocab: pulse, rhythm pitch, by ear, melody, backing vocals, harmony, texture, dynamics, tempo, rhythm, pitch and timbre, intro, verse, chorus</p> <p>Year A: pop Year B: 1970's</p>

<p>Listen/Appraise/Composers/History Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>To listen with attention and begin to recall sounds.</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To understand how different musical elements are combined and used expressively.</p>	<p>To listen to, internalise and recall patterns of sounds with accuracy and confidence.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p>
	<p>Vocab: pitch, rhythm, pulse, melody, beat, dynamics, instruments, e.g. drum, guitar (acoustic and electric), keyboard, organ</p> <p>Year A: Classical, composer, reggae</p> <p>Year B: Classical, composer, film score</p>	<p>Vocab: pitch, rhythm, pulse, melody, beat, timbre, tempo, dynamics, instruments, e.g. drum, guitar (acoustic and electric), keyboard, organ, percussion, piano</p> <p>Year A: composer, classical, civil rights, pop/rock</p> <p>Year B: composer, classical, soul, gospel</p>	<p>Vocab: pitch, rhythm, pulse, melody, beat, timbre, tempo, dynamics, texture, instruments, e.g. drum, guitar (acoustic and electric), keyboard, organ, percussion, piano, strings, bass, wind</p> <p>Year A: composer, "Friday afternoon songs", jazz</p> <p>Year B: classical, composer, film score</p>
<p>Listen/Appraise/ Composers/History Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>To explore and comment on the ways sounds can be combined and used expressively.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To listen to, discuss and understand a wide range of high quality live and recorded music drawn from</p>	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary.</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians.</p> <p>To evaluate how venue, occasion and</p>

		<p>different traditions, great composers and musicians.</p> <p>Discuss and understand how music has changed over time and what influences its creation.</p>	<p>purpose affects the way that music is created and performed.</p>
	<p>Vocab: structure, introduction, verse, chorus, pulse, rhythm, pitch, tempo, dynamics, backing vocals, melody,</p> <p>Year A: composer, classical, reggae</p> <p>Year B: composer, classical, film score</p>	<p>Vocab: structure, introduction, verse, chorus, bridge, pulse, rhythm, pitch, tempo, dynamics, solo (music genres, e.g. soul, blues, big band, hip hop etc.)</p> <p>Year A: composer, classical, civil rights, pop/rock</p> <p>Year B: composer, classical, soul, gospel</p>	<p>Vocab: structure, introduction, verse, chorus, bridge, pulse, rhythm, pitch, tempo, dynamics, solo (music genres, e.g. soul, blues, big band, hip hop etc.), producer, melody, riff, ostinato, harmony, texture, timbre, intro, verse, chorus.</p> <p>Year A: composer, “Friday afternoon songs”, jazz</p> <p>Year B: composer, classical, film score</p>
<p><i>Experiment/Improvisation/Notation/play/perform/Compose</i></p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>To create simple rhythmical patterns using a small range of notes.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>	<p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p>To create rhythmical and simple melodic patterns using an increased number of notes.</p>	<p>To create, compose and improvise melodic and rhythmic phrases as part of a group performance by developing ideas within a range of given musical structures.</p>
	<p>Vocab: improvise, compose</p> <p>Year A: improvise, compose</p> <p>Year B: glockenspiel</p>	<p>Vocab: improvise, compose</p> <p>Year A: old-school hip hop</p> <p>Year B: jazz</p>	<p>Vocab: improvise, compose</p> <p>Year A: pop ballad</p> <p>Year B: motown</p>
	<p>To begin to recognise simple notations to represent music, including pitch and volume.</p>	<p>To recognise, use and understand established and invented musical notations to represent music.</p>	<p>To use and apply a range of musical notations to plan, revise and refine musical material.</p>

	Vocab: pitch, volume, pentatonic scale, staff/stave	Vocab: pitch, volume, pentatonic scale, staff/stave, note (lengths and names – crotchet, quaver, minim, rest)	Vocab: pitch, volume, pentatonic scale, staff/stave, note (length and names - crotchet, quaver, minim, rest)
--	--	--	---