



Music Progression of Knowledge and Skills – Year 3-6

Key skills	Year 3	Year 4	Year 5	Year 6
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play in class ensemble using tuned and untuned percussion Sing regularly working on dynamic contrasts	Play in class ensemble with a sense of what's going on in the whole group Sing contrasting styles of songs using different tempi and dynamics	Play in ensemble with increased leadership skills and sense of what's going on in the whole group Perform/sing a solo Sing echo and part songs	Perform/sing a solo with increased confidence and control Sing in parts, 2 & 3 part rounds Make all performances as expressive as possible
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Compose a piece in binary form AB	Compose a piece in ternary form ABA	Improvise and then develop a composition from this. Be aware of different textures and timbres	Create a composition from a given or chosen stimulus that shows understanding of the inter-related dimensions of music
Listen with attention to detail and recall sounds with increasing aural memory	Recognise all four families of the orchestra Recall a simple tune from memory Sing a song from memory	Pick out key individual instruments in a piece Clap back a two bar rhythm pattern Sing a song from memory	Clap back a four bar rhythm pattern Sing or clap back a main theme from a listening exercise	Clap back a four bar rhythm pattern Sing and clap back a main theme from a listening exercise
Use and understand staff and other musical notation	Use rhythm flash cards and/or graphic scores Notation middle C - A	Use rhythm flash cards and/or graphic scores Notation middle C – C'	Notate compositions using the most appropriate method applicable	Notate compositions using the most appropriate method applicable
Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	Listen to a selection of different pieces of music Listen to live music	Talk about how music makes you feel, show understanding of the structure, tempo and dynamics Listen to live music	Write/talk about music, show understanding of the inter-related dimensions Listen to variety of composers/traditions Respond to live music	Write/talk about music, show understanding of the inter-related dimensions and make comparisons across genres Evaluate live music
Develop an understanding of the history of music	Relate to History and Geography curriculum	Relate to History and Geography curriculum	Relate to History and Geography curriculum	Relate to History and Geography curriculum





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Vocabulary	Year 3	Year 4	Year 5	Year 6
Interrelated dimensions of music	<ul style="list-style-type: none"> • Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes. • Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm pattern and syncopated rhythms. • Dynamics: understand getting louder and quieter in finer graduations. • Tempo: understand getting faster and slower in finer graduations • Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces. • Texture: recognise different combinations of layers in music. • Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs. 		<ul style="list-style-type: none"> • Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments. • Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm. • Dynamics: understand how a wider range of dynamics can be used for expressive effect. • Tempo: understand how a wider range of tempi can be used for expressive effect. • Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir) • Texture: begin to understand different types of harmony (simple parts, use of chords, acappella) • Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations). 	
	Instruments of the orchestra Instruments in school		Instruments of the orchestra Instruments in school	
	Melody Scale Harmony Unison Improvise Lyrics Pulse Rhythm		Melody Duration Pentatonic scale Harmony Silence Unison Notation Improvise Ostinato Lyrics Scale Pulse Phrase Rhythm Chord	
Notation	Crotchet Minim Rest		Crotchet Minim Rest Quaver Semibreve Scale Staff	





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Curriculum Plan Main focus: Instrumental skills

Composition

Performance

Charanga units

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Y 3	Introduction to the Recorder - Developing instrumental skills	Stone age themed composition	Let your spirit fly	Year 2/3 transition performance	Three little birds	Bringing us together
Y 4	Mamma Mia	Christmas performance	Romans themed composition	Lean on me	Dragon Scales Investigating the pentatonic scale	Blackbird
Y 5	Livin' on a prayer	Bramhall Hall Christmas Tudor songs and performance	Fresh Prince of Bel Air	<u>BBC 10 pieces</u> John Adams - Short Ride in a Fast Machine https://www.bbc.co.uk/teach/ten-pieces/KS2-3/zkthsrtd	Cyclic Patterns Rhythm and world music	Dancing in the street
Y 6	Happy	Happy	You've got a friend	WW2 music	<u>BBC 10 pieces</u> Heitor Villa-Lobos - Bachianas brasileiras No. 2, The Little Train of the Caipira (finale)	End of year production





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					<p>Music from Brazil https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr</p>	
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