

Music - Progression of Skills

Great Moor Junior School



National Curriculum Aim	Year 3	Year 4	Year 5	Year 6
<p>Performing, listening, reviewing and evaluating music across a range of periods, genres, styles and traditions.</p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop an understanding of the history of music.</i></p>	<p>'Genre of the Week' uses pieces from a wide range of cultures and traditions to gain a deeper understanding of how music is constructed and the impact it can have on listeners. A focus on Musical Traditions - Drumming - Nigeria.</p> <p>A focus on popular music - Pop, Blues, Funk, Disco, Indie And Rock N Roll.</p> <p>Focus on famous composers Paul Dukas, Saint-Saens, Tchaikovsky and John Williams. (Western Classical Tradition and Film)</p>	<p>Continuation of 'Genre of the Week' to uses pieces from a wide range of cultures and traditions to gain a deeper understanding of how music is constructed and the impact it can have on listeners.</p> <p>Musical Traditions -</p> <p>A focus on popular music - Pop, Blues, Funk, Disco, Indie And Rock N Roll.</p> <p>A focus on Western Classical Tradition and Film music. Hans Zimmer, Prokofiev.</p>	<p>Continuation of 'Genre of the Week' to uses pieces from a wide range of cultures and traditions to gain a deeper understanding of how music is constructed and the impact it can have on listeners.</p> <p>The children will listen to work of influential and modern Jazz artists - Duke Ellington, Ella Fitzgerald, Louis Armstrong, Snarky Puppy, Lalah Hathaway, Charlie Parker</p> <p>A focus on Gustav Holst's 'Planet Suite', South African, Brazilian, Spanish and Latin Music.</p>	<p>Continuation of 'Genre of the Week' to uses pieces from a wide range of cultures and traditions to gain a deeper understanding of how music is constructed and the impact it can have on listeners.</p> <p>A focus on music from WW1 and WW2, and how the song-writing methods changed over time.</p> <p>The children will also listen and appraise the work of influential and modern British artists - Lennon & McCartney, Oasis, Adele, Blossoms, etc.</p> <p>Develop an understanding of the history of Blues music by focusing on the work of Ma Rainey, Robert Johnson, Howlin' Wolf, Billie Holiday, and Bessie Smith.</p>
<p>Learning to sing and to use their voices appropriately.</p> <p><i>Pupils should be taught to sing and play musically with increasing confidence and control.</i></p>	<p>The children begin to learn a range of ensemble songs to sing in unison along with the importance of vocal health and correct singing techniques.</p> <p>Children sing a broad range of songs focusing on unison singing and singing in parts.</p>	<p>Children have established the importance of vocal health and effectively use warm-ups and techniques.</p> <p>The children will sing a broad range of songs focusing on partner singing and singing in rounds, with a focus on music created by black musicians.</p>	<p>Children have established the importance of vocal health and effectively use warm-ups and techniques.</p> <p>The children will sing a broad range of songs focusing on partner singing and singing in rounds.</p>	<p>Children have established the importance of vocal health and effectively use warm-ups and techniques.</p> <p>The children will sing a broad range of songs focusing on partner singing and singing in rounds. Further develop singing techniques, stage presence and confidence building.</p>
<p>Creating and composing music on their own and collaboratively.</p> <p><i>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>	<p>The children collaborate to compose a song that has beginning, middle and end.</p> <p>Collaboration work in groups to create and perform compositions using instruments taught throughout the year: Ukulele, percussion, glockenspiels. Use of staff notation to create different musical effects.</p>	<p>We will learn about instruments in the orchestra focusing on emulating sounds using aural skills and compose collaboratively with rhythm notation.</p> <p>Collaboration to compose a film score based on The Romans using Music Technology.</p>	<p>Improvisation focus in composition, with the use of glockenspiels and keyboards to emulate jazz styles independently and work collaboratively to perform.</p> <p>Compose space-themed pieces using notation, specific instruments and improvisation.</p>	<p>Song-writing. Children will explore different song-writing methods to compose lyrics based on the history of WW2.</p> <p>Using improvisation skills from prior learning, children will compose their own Blues melody using the 12-bar blues and the blues scale. Use of music technology to record their track.</p>

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<p>Have the opportunity to learn a musical instrument.</p> <p><i>Pupils should be taught to sing and play musically with increasing confidence and control.</i></p> <p><i>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.</i></p>	<p>Children are able to take up Music lessons on an instrument delivered by 2 outside instrument teachers. Keyboard, violin, brass, guitar, ukulele, recorder.</p> <p>Where possible I encourage children who have private instrument lessons to play their instrument along with the unit we are working on.</p> <p>Whole class teaching of ukulele and tuned & un-tuned percussion.</p>	<p>Children are able to take up Music lessons on an instrument delivered by 2 outside instrument teachers. Keyboard, violin, brass, guitar, ukulele, recorder. Where possible I encourage children who have private instrument lessons to play their instrument along with the unit we are working on.</p> <p>Whole class teaching of ukulele, tuned & un-tuned percussion and keyboard.</p>	<p>Children are able to take up Music lessons on an instrument delivered by 2 outside instrument teachers. Keyboard, violin, brass, guitar, ukulele, recorder.</p> <p>Where possible I encourage children who have private instrument lessons to play their instrument along with the unit we are working on.</p> <p>Whole class teaching of keyboard and tuned & un-tuned percussion.</p>	<p>Children are able to take up Music lessons on an instrument delivered by 2 outside instrument teachers. Keyboard, violin, brass, guitar, ukulele, recorder.</p> <p>Where possible I encourage children who have private instrument lessons to play their instrument along with the unit we are working on.</p> <p>Whole class teaching of keyboard and tuned & un-tuned percussion.</p>
<p>Use technology appropriately</p>	<p>GroovePizza - beat creator for introductions.</p> <p>Chrome Music Lab 'Song maker' 'arpeggios' 'Melody maker' to support composition unit.</p>	<p>VariationPlayground https://apps.musedlab.org/variation-playground/cards/britten/?</p> <p>Children create their own music variation.</p>	<p>Use of Garage band to support composition unit</p>	<p>Use of Garage band to support composition unit</p> <p>Chrome Music Lab 'Chords' to support Blues song writing.</p>
<p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure</p>	<p>Compose and perform melodies using three or four notes. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create accompaniments for tunes using drones or melodic ostinato (riffs). Create (dotted) rhythmic patterns with awareness of timbre and duration. Create and repeat extended rhythmic patterns, vocally or by clapping.</p>	<p>Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs (ukulele- structure). Identify where to place emphasis and accents in a song to create effects (duration). Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments</p>	<p>Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions). Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</p>	<p>Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low-pitch; loud and quiet- dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.- timbre). Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals) Improvise using 5 or more notes to compose and perform melodies</p>

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<p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: musical notations.</p> <p><i>Use and understand staff and other musical notations</i></p>	<p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound/clap-then symbol approach. Use silence for effect and know symbol for a rest (duration). Use written symbols both standard and invented to represent sounds Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece. Notes taught:</p> 	<p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Describe different purposes of music in history/ other cultures. Follow a basic melody line, using standard notation. Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary. Notes taught:</p> 	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure). Read/ work out the musical stave (notes as Year 4). Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Describe different purposes of music in history/ other cultures. Notes taught:</p> 	<p>Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own music (adding dotted quavers). Describe different purposes of music in history/ other cultures. Understand/use staff and use unconventional notation when composing. Notes taught:</p> 
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