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| **Substantive knowledge Music Curriculum**  Kensington Junior Academy |

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| **Progression map – music** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Performing**   * *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* | **Performing**   * *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* | **Performing**   * *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* | **Performing**   * *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* |
| Know that tempo and dynamics change the feel of a piece of music.  Know that pitch is how high or low the sound is. | know that performing together is called an ensemble.  Know how to play in C major, F major, G major and D major. | Know how to play in C major, F major, G major E minor C minor D minor.  Know and play songs from memory. | Know what an accompaniment is.  Know how to play a differentiated instrumental part. |
| **Compose**   * *improvise and compose music for a range of purposes using the inter-related dimensions of music* | **Compose**   * *improvise and compose music for a range of purposes using the inter-related dimensions of music* | **Compose**   * *improvise and compose music for a range of purposes using the inter-related dimensions of music* | **Compose**   * *improvise and compose music for a range of purposes using the inter-related dimensions of music* |
| Know that a drone is one sound  Know that the notes CDEFG work well together  Know that a layered melody is where more than one pentatonic melody is played together | Know that music can be created using body percussion  Know how to adapt a motif by changing the notes, the rhythm or reversing the order.  Know how to improvise musical scores by combining known rhythmic patterns. | Know that loops can be layered in different ways. | Know that lyrics should be meaningful and memorable  Know that a backing track accompanies the lyrics |

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| **Listen and appreciate**   * *listen with attention to detail and recall sounds with increasing aural memory* | **Listen and appreciate**   * *listen with attention to detail and recall sounds with increasing aural memory* | **Listen and appreciate**   * *listen with attention to detail and recall sounds with increasing aural memory* | **Listen and appreciate**   * *listen with attention to detail and recall sounds with increasing aural memory* |
| Know why music is important in our culture and cultures around the world.  Know what a beat and a groove is. | Know the importance of lyrics and why a certain piece of music was written.  Know how to identify the tempo in its three states. | Know how to respond to music.  Know what the verse chorus and bridge are in a piece of music. | Know that to evaluate a song you need to think about all of the elements |
| **Notation** | **Notation** | **Notation** | **Notation** |
| Know what a stave, treble clef and time signatures are.  Know that structure means the organisation of the music into sections | Know that texture means how many different layers of music there are playing at a time  Know what a dotted crotchet, quaver and semi quaver are. | Know that a chord is 3 or 4 music notes played together  Know how to read and respond to a dotted quaver. | Know and play the notes on a stave confidently |
| **History of music**  *develop an understanding of the history of music* | **History of music**  *develop an understanding of the history of music* | **History of music**  *develop an understanding of the history of music* | **History of music**  *develop an understanding of the history of music* |
| Know music by John Williams including Hedwigs theme and the imperial march. | Know music by the composer Heitor Villa – Lobos including the little train of Caipira. | Know what it feels like to experience live music. | Know the impact of music during ww2 such as we’ll meet again and Dambusters march from England. Glenn Miller from America and banned Jewish German composers such as Alban Berg. |