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| **Disciplinary 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*
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 |
| * sing with increasing awareness of pitch
* practise, rehearse and share a song that has been learned from memory/with notation
* create repeated patterns with body percussion, instruments and voice
* use the time signatures of 2/4, 3/4 and 4/4
* learn to play a simple melodic instrumental part
* copy back simple rhythmic patterns using minims, crotchets, quavers and their rests
 | * sing ‘on pitch’ and ‘in time’
* sing as part of a choir
* sing expressively, with attention to breathing, phrasing, staccato and legato
* perform with confidence
* copy back rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests
* learn to play a simple melodic instrumental part in C major, F major, G major and D major
* perform with control and awareness of others
 | * sing or play from memory with confidence and accuracy
* sing or play in unison and as part of an ensemble
* sing a second part in a song
* sing expressively, with attention to dynamics and articulation
* develop confidence as a soloist
* respond to a leader/conductor
* Use the time signatures of 5/4 and 6/8
* learn to play a melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor
* include instrumental parts/improvisatory sections/composed passages within rehearsal and performance
* record performance and compare it to a previous performance
* talk musically about the strengths and weaknesses of a performance
 | * sing with and without an accompaniment
* sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance
* maintain good posture and breath control whilst singing
* learn to play a differentiated instrumental part in the tonal centres of C major, F major, G major, D major, E major, A major, E♭ major, D minor and F minor
* play a melody following staff notation written on one stave and using notes within an octave range
* make decisions about dynamic range
* copy back rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests
* understand the value of choreographing any aspect of a performance
* understand the importance of the performing space and how to use it
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| **Compose*** *improvise and compose music for a range of purposes using the inter-related dimensions of music*
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 |
| * explore improvisation within a major scale using the notes:

C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D* improvise, inventing short ‘on-the-spot’ responses using a limited note-range
* create music and/or sound effects in response to music and video stimulus
* start to use simple structures within compositions
* compose over a simple chord progression, over a simple groove and over a drone
* use simple dynamics
* improve my work; explaining how it has been improved
 | * explore improvisation within a major scale using previously learned notes and the notes:

D, E, F♯, A, B D, E, F, G, A* improvise on a limited range of pitches, making use of musical features, including smooth (legato) and detached (staccato) articulation
* use simple structures within compositions
* combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches
* create a melody using crotchets, minims, quavers and their rests
 | * explore improvisation within a major scale using previously learned notes and the notes:

C, D, E♭, F, G F, G, A, B♭, C * respond to the beat and create a satisfying melodic shape
* use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form)
* compose song accompaniments using basic chords
* use chords to compose music to evoke a specific atmosphere, mood or environment
* use rhythmic variety
* experiment with and use a wider range of dynamics
* create a melody using semibreves and semiquavers, plus all equivalent rests
 | * explore improvisation within a major scale using previously learned notes and the notes:

G, A, B♭, C, D * improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation
* plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale and incorporate rhythmic variety and interest
* create a simple chord progression
* compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved
* use full scales in different keys
* create a melody using a pentatonic and a full scale
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| **Listen and appreciate*** *listen with attention to detail and recall sounds with increasing aural memory*
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 |
| * share your thoughts and feelings about music
* find the beat/groove and follow the changing tempo
* talk about what the song or piece of music means
* identify some instruments you can hear playing
* identify a male or female voice
* talk about the style of the music
* recognise and explain the effect that silence has in music
* identify and describe the different purposes of music and how this links to our world
* identify areas of likes and dislikes in a piece of music
 | * talk about the words of a song and why the song or piece of music was written
* identify 2/4, 3/4, and 4/4 metre
* identify the tempo as fast, slow or steady
* recognise the style of music you are listening to
* discuss the structures of songs
* identify: call and response, a solo vocal or instrumental line and the rest of the ensemble, a change in texture, articulation on certain words and programme music
* explain what a main theme is and identify when it is repeated
* know and understand what a musical introduction is and its purpose.
* identify major and minor tonality
* describe legato and staccato
* recognise the sound and notes of the pentatonic scale by ear and from notation
* use musical terms to describe what they like and don’t like about a piece of music
 | * talk about feelings created by music
* justify a personal opinion with reference to musical elements
* identify 6/8 and 5/4 metre
* identify the musical style of a song or piece of music
* identify instruments by ear and through a range of media
* discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form
* explain a bridge passage and its position in a song
* recall by ear memorable phrases heard in the music
* explain the role of a main theme in musical structure.
* explain rapping
* choose from a wide range of musical vocabulary developed to accurately describe, compare, evaluate and appraise music
 | * identify the musical style of a song using some musical vocabulary to discuss its musical elements
* identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing
* discuss the structure of the music with reference to an instrumental break
* Identify chord triads I, IV and V, and intervals within a major scale
* know and understand what a musical introduction and outro is, and its purpose.
* identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.
* evaluate how the venue, occasion and purpose affects the way a piece of music is created
* understand how lyrics often reflect the cultural context of music and have social meaning
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| **Notation** | **Notation** | **Notation** | **Notation** |
| * explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation
* explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:

C, D, E, F, G, A, B F, G, A, B♭, C G, A, B, C, D, E E, F♯, G♯, A, B* read and respond to semibreves, minims, crotchets and paired quavers
* identify: stave, treble clef, time signature, lines and spaces on the stave
* identify and understand the differences between crotchets and paired quavers.
* apply spoken word to rhythms, understanding how to link each syllable to one musical note
 | * explore previously learnt standard notation and combinations of:

G, A, B, C, D, E, F♯ D, E, F♯, G, A, B, C* read and respond to dotted crotchets, quavers and semiquavers
* identify and understand the differences between minims, crotchets, paired quavers and rests
* read and perform pitch notation within a range
* follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
 | * explore previously learnt standard notation and combinations of:

F, G, A, B♭, C, D, E C, G, A♭, B♭ G, G♯, A, B♭, C D, E, F, G, A, B, C E♭, F, G, A♭, B♭, C, D♭* read and respond to dotted quavers
* recognise how notes are grouped when notated
* identify the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign
* further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers
 | * explore previously learnt standard notation and combinations of:

F, G, A♭, B♭, C, D, E♭G, A, B♭, C, D, E, F D, E, F, G, A D, E, F♯, A, B, C♯ E, F♯, G, G♯, A, B, C, C♯ E♭, F, G, A♭, B♭, C, D* confidently identify the stave and symbols on the stave
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| **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* |
| * listen to and appreciate the work of John Williams.
* listen to and appreciate music from a range of different musical genres
 | * Listen to and appreciate the work of Brazillian composor, Heitor Villa-Lobos
* listen to and appreciate music from a range of different musical genres
* be able to discuss differences in other composers, musicians and genres studied
 | * be able to appreciate and understand a wide range of live and recorded music drawn from different traditions
 | * compare and contrast the impact that different musicians had on people during WW2.
* be able to appreciate and understand a wide range of live and recorded music drawn from different traditions, composers and musicians
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