|  |
| --- |
| **Disciplinary knowledge Music Curriculum**  Kensington Junior Academy |

|  |  |  |  |
| --- | --- | --- | --- |
| **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* |
| * 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 |
| **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* |
| * 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 |
| **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* |
| * 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 |
| **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 |
| **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 |