

## St Mark's C. E Junior School

### Progressive Knowledge, Skills & Outcome Journey for Music



| Outcomes              |  |  |  |   |
|-----------------------|--|--|--|---|
|                       | Year 3   | Year 4   | Year 5   | Year 6  |
| <b>Autumn</b>         | Children will learn how to play the Ukulele and sing songs in accompaniment.   | Children will be introduced to sharps and flats to play a rock and roll baseline.<br><br>Children will represent colours and shapes through vocal sounds and composition on the glockenspiels. | Children will play and improvise to pieces of jazz music that includes a variety of melodies.<br><br>Children will use the notes from the Blues scale and improvise their own Blues music.   | Children will learn about a sonata structure and compose in the style of Beethoven.<br><br>Children will structure and perform a piece inspired by West African Drumming.             |
| <b>Spring</b>         | Children will learn 5 notes on the glockenspiel (pentatonic scale) and compose a piece of music.<br><br>Children will create a melody in groups that represents one aspect of "The Firebird" story.                        | Children will create an ostinato in the style of Gustav Holst to include dynamics.   | Children will combine loops to make a remix.   | Children will look at musical theatre, rehearse and perform their own musical scene.  |
| <b>Summer</b>         | Children will use hieroglyphics to record the structure of their song and use simple letter notation for changes in pitch.<br><br>Children will play a repeated eight beat bar of traditional African music while singing. | Children will explore Samba music and learn how to compose a break, using syncopated rhythms.<br><br>Children will learn what a motif is and play them in different keys                       | Children will learn about syncopated (OFF-BEAT) rhythms and create an ostinato in the style of Heitor Villa-Lobas.<br><br>Children will improvise and use call and response to create a Samba inspired performance using African drums and percussion. | Children will explore World War 2 songs and harmonise with each other.<br><br>Children will create and perform their very own leavers' song personal to their experiences as a class. |
| Progression of Skills |  |  |  |   |
| <b>Listening</b>      | Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Chinese,   | Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical  | Recognizing and confidently discussing the stylistic features of   | Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact  |

## St Mark's C. E Junior School

### Progressive Knowledge, Skills & Outcome Journey for Music



|                  |  |  |   |   |
|------------------|--|--|---|---|
|                  | <p>Classical, Egyptian, African).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the pitch, timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> | <p>vocabulary (Classical, Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying scaled dynamics (crescendo/decelcendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> | <p>different genres, styles and traditions of music using musical vocabulary (Jazz, Classical, Brazilian, Samba).</p> <p>Representing the features of a piece of music using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> | <p>of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Musical Theatre, West African, leavers song).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> |
| <b>Composing</b> | <p>Composing a piece of music in a given style with voices and instruments (Chinese, Classical, Egyptian, African).</p>  | <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p>   | <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix).</p>   | <p>Improvising coherently and creatively within agiven style, incorporating given features.</p>   |

## St Mark's C. E Junior School

### Progressive Knowledge, Skills & Outcome Journey for Music



|                   |  |   |   |   |
|-------------------|--|---|---|---|
|                   | <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p> | <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, adaptation and transposition.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p> | <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> | <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> |
| <b>Performing</b> | <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation,</p>  | <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p>   | <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p>  | <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a</p>   |

## St Mark's C. E Junior School

### Progressive Knowledge, Skills & Outcome Journey for Music



|                            |   |   |   |  |
|----------------------------|---|---|---|--|
|                            | <p>incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p> <p>Playing melodies on un-tuned and tuned instruments with control and rhythmic accuracy (Ukulele topic).</p> <p>Sing simple songs in unison or 2 parts (Ukulele topic).</p> <p>Playing chords in pairs.</p>              | <p>Playing melody parts on tuned and un-tuned instruments with accuracy and control and developing instrumental technique.</p>  | <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>  | <p>leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>  |
| The History of music       | <p>Understanding that music from different times has different features. (Also part of the Listening strand)</p>  | <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)</p>  | <p>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)</p>   | <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)</p>   |
| <b>Dimensions of Music</b> |   |   |   |  |
| Pitch                      | <p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> | <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> | <p>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch can slide up and down.</p> <p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> | <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p> |

## St Mark's C. E Junior School

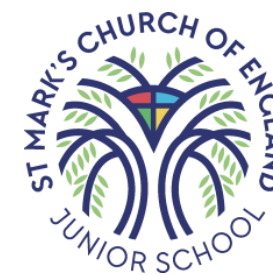
### Progressive Knowledge, Skills & Outcome Journey for Music



|          |   |   |   |   |
|----------|---|---|---|---|
| Duration | <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p> | <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p> | <p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p> <p>To know that a quaver is worth half a beat.</p> | <p>To understand that all types of music notation show note duration.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>         |
| Dynamics | <p>To know that the word 'crescendo' means a sound getting gradually louder.</p>  | <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>  | <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>   | <p>To know that a melody can be adapted by changing its dynamics.</p>   |
| Tempo    |   | <p>To know that playing in time means all performers playing together at the same speed.</p>  | <p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>   | <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>   |
| Timbre   | <p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p>   | <p>To understand that both instruments and voices can combine to create a piece of music.</p>   | <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p>   | <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>   |
| Texture  | <p>To know that many types of music from around the world consist of more than one layer of sound; for example African drumming beats</p>   | <p>To know that layering sounds can create texture.</p>   | <p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>   | <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a counter-melody is different to harmony because it uses a</p> |

## St Mark's C. E Junior School

### Progressive Knowledge, Skills & Outcome Journey for Music



|           |   |  |  |  |
|-----------|---|--|--|--|
|           |   |  | To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.   | different rhythm as well as complementary notes.   |
| Structure | To know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale.  | <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</p> | <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> | To know that a chord progression is a sequence of chords that repeats throughout a song.   |
| Notation  | <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To know that in written staff notation, notes can be written on or between lines.</p> | <p>To know that in written staff notation, notes can be written on or between lines.</p> <p>To know how sharps and flats are represented on a staff.</p>   | To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.   | <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p> |

## St Mark's C. E Junior School

### Progressive Knowledge, Skills & Outcome Journey for Music



| Assessment    |   |   |  |   |
|---------------|---|---|--|---|
|               | Year 3  | Year 4  | Year 5   | Year 6  |
| <b>Autumn</b> | <b>Ukulele Unit:</b><br>To be able to sing & play accompaniment simultaneously  | <b>Rock &amp; Roll Unit:</b><br>To be able to perform a piece that includes sharps and flats.<br><br><b>Composition Unit:</b><br>To be able to record and perform composition to represent colour | <b>Jazz Unit:</b><br>To be able to play and improvise using 5 different notes and a variety of melodies<br><br><b>Blues Unit:</b><br>To be able to play a selection of Blue scale notes out of order in their own improvisation. | <b>Musician Focus – Beethoven – Industrial Revolution:</b><br>To be able to perform using a sonata structure<br><br><b>Oak Academy Rhythm 3:</b><br>To be able to play a cross-rhythm using African drums and percussion. |
| <b>Spring</b> | <b>Pentatonic Scale Unit:</b><br>To be able to compose pentatonic melodies<br><br><b>Musician Focus – Igor Stravinsky:</b><br>To be able to compose a simple melody that is repeated using different tempo & volume | <b>Musician Focus – Gustav Holst – Cheltenham:</b><br>To be able to play and compose an ostinato  | <b>Looping and remixing Unit:</b><br>To be able to perform a piece with some structure and two different loops.  | <b>Musical Theatre:</b><br>To be able to perform in time ensuring smooth transitions  |

## St Mark's C. E Junior School

### Progressive Knowledge, Skills & Outcome Journey for Music



|               |   |  |   |  |
|---------------|---|--|---|--|
| <b>Summer</b> | <b>Egyptian Composition – Egyptians:</b><br>To be able to identify the pitch & rhythm, of written notes<br><br><b>African Drumming Unit:</b><br>To be able to learn and play a traditional African song on tuned percussion | <b>Samba and Carnival sounds:</b><br>To be able to perform rhythmic breaks within a Samba piece.<br><br><b>Motif Unit – Romans:</b><br>To be able to perform different versions of a musical motif | <b>Musician Focus – Heitor Villa-Lobas – South America:</b><br>To be able to compose using instruments and a variety of musical features.<br><b>Oak Academy Rhythm 2:</b><br>To be able to perform in the style of Samba music, using call and response techniques. | <b>Songs of World War 2:</b><br>To be able to sing within an octave with increased accuracy in pitch and control<br><br><b>Leavers songs:</b><br>Perform with confidence and accuracy, their own composed leavers' song. |
|---------------|---|--|---|--|