

St Mark's C. E Junior School

Progressive Knowledge, Skills & Outcome Journey for Music



Outcomes				
	Year 3	Year 4	Year 5	Year 6
Autumn	Children learn how to play the ukulele and sing songs in unison.	Children will develop their vocal technique, confidence and control in singing in rounds and performing musical loops.	Children will learn about the features of Blues music and be able to play the 12-bar Blues, as well as create an improvised piece. Children will draw inspiration from the power of nature to compose short melodies to reflect different moods of the sky.	Children will be exploring and identifying music characterises of film music, creating a composition and graphic score to perform alongside a film. Children will explore the musical concept of theme and variations to create a complex melody.
Spring	Children will learn 5 notes on the glockenspiel (pentatonic scale) and compose a piece of music using layered melodies.	Children will be learning about the origin and features of rock and roll music. Pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.	Children will learn about South African music, learn a traditional West African drum and compose an eight bar break.	Children will look at musical theatre, rehearse and perform their own musical scene. Children will create their own leaver's song that is personal to their experiences as a class.
Summer	Children will listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.	Children will develop an understanding of notation using the stave through musical motifs.	Children will learn about how to create compositions based on a colour stimulus.	Children will learn how to sing in in two or more parts from memory, with accuracy, fluency, control and expression.



	Progression of Skills			
Listening	Explaining their preferences for a piece of music using musical vocabulary. Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Explaining their preferences for a piece of music using musical vocabulary. Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Confidently discussing the stylistic features of different genres, styles and traditions of music and	Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

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			explaining how these have developed over time.	
Notation	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	To know that 'performance directions' are words added to music notation to tell the performers how to play. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. Using staff notation to record rhythms and melodies.	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'. To know that chord progressions are represented in music by Roman numerals. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation.
Improvising and Composing	Composing a piece of music in a given style with voice and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Suggesting and implementing improvements to their own work, using musical vocabulary.	Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improve musically within a given style using an instrument. Developing melodies using rhythmic variation, transposition, inversion and looping. Creating a piece of music with at least four different layers and a clear structure.	Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary	Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.

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			with confidence. Suggesting and demonstrating improvements to own and others' work.	Constructively critique their own and others' work, using musical vocabulary.
Performing	Offering constructive feedback on others' performances. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal techniques. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	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. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Using musical vocabulary to offer constructive and precise feedback on others' performances. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. 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. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Using musical vocabulary to offer constructive and precise feedback on others' performances. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing by following a conductor's cues and directions.
The History of music	Understanding that music from different times has different features. (Also part of the Listening strand)	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)	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).	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.



Inter-related Dimensions of Music

Pitch	To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. To know that Indian music uses all the sounds in between the 12 'notes' that we are used to in western music.	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. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.	To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
Duration	To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.	To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.	To know that 'poly-rhythms' means many different rhythms played at once. 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.	To understand that all types of music notation show note duration. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.
Dynamics	To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase can change the texture of a piece of music.	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.	To know that a melody can be adapted by changing its dynamics.
Tempo		To know that playing in time means all performers playing together at the	To understand that varying effects can be created using only your voice,	To know that a melody can be adapted by changing its tempo.



		same speed. To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals.	for example by changing the pitch, dynamic or tempo of the sounds made. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry and therefore have a slower tempo.	
Timbre	To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'	To know that grouping instruments according to their timbre can create contrasting 'textures' in music.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	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.
Texture	To know that many types of music from around the world consist of more than one layer of sound.	To understand that harmony means playing two notes at the same time, which usually sound good together. To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
Structure	To know that music from different places often has different structural features, eg. traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the

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To understand that musical motifs or ostinatos (repeating patterns) are used as a building block in many well-known pieces of music.

main melody and that 'variations' are when this melody has been changed in some way.



Assessment

	Year 3	Year 4	Year 5	Year 6
Autumn	Whole class Ukulele Children will be able to sing & play the ukulele simultaneously.	Singing in Parts: Loops and Layers: Children will sing their part clearly and confidently. Children will compose a four-beat rhythmic loop that includes a simple melody.	Blues Children will be able to play the 12 bar blues and improvise using the Blues scale. Music in nature – Chords and melodies: Children will compose melodies that include clear contrast in chords and dynamics.	Film Music Children will be able to use a graphic score to create and notate musical ideas and relate them to film music. Theme and variations: Children will show creativity in composing complex melodies using different variations.
Spring	Pentatonic melodies and composition (Theme: Chinese New Year) Children will be able to compose pentatonic melodies using layered melodies.	Rock & Roll Unit: Children will be able to perform a piece that includes sharps and flats.	South and West African Children will be able to play call and response rhythms and compose an eight beat break in the style of West African music.	Musical Theatre: Children will be able to perform in time ensuring smooth transitions Leavers Service Songs: Children will use their knowledge of the inter-related dimensions of music to compose and notate a leaver's song.
Summer	Traditional instruments and improvisation (Theme: India) Children will play a rang and tal accurately alongside a drone and improvise.	Musical motifs – Reading the stave: Children will draw notes accurately on a stave to notate a motif.	Composition for the festival of colour: Children will create vocal compositions in response to a picture and record their compositions in written form.	Production Songs: Children will be able to perform and sing confidently and accurately during their end of Year 6 production.