

Woodside Junior School

Music Skills Progression and Curriculum Overview



Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Music Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Singing Harvest Assembly	Digital	Rhythm - Hear it play it Year 3 term 1 lessons		Tuned Instrument Recorder	
Key skills	<p>Singing a range of unison songs with varying styles and structure</p> <p>Perform Forte (loud) and Piano (soft)</p> <p>Perform actions confidently and in time to a range of action songs</p> <p>Walk, move or clap a steady beat changing the speed of the beat as the tempo of the music changes (whilst singing)</p> <p>Perform songs in concert</p>	<p>Become more skilled in improvising using voices and untuned percussion.</p> <p>Structure musical ideas eg question and answer or compositions with a beginning, middle and end.</p> <p>Compose and manipulate sounds using digital technologies.</p> <p>Begin to compose a short ternary piece (A,B,A)</p>	<p>Step 1 (Find the Beat, How does the rhythm go)</p> <p>Step 2 (Copy cups, Musical jokes)</p> <p>Step 3 (Human drum kit, it's wicked at grans)</p> <p>Step 4 (Beat Monsters)</p> <p>Become more skilled in improvising using voices and untuned percussion.</p> <p>Compose in response to different stimuli (pictures, photographs, music, chants, poems, stories)</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Using informal notation to represent rhythm.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>		<p>Know the names of basic instrument families</p> <p>Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Understand the differences between crotchets and paired quavers.</p> <p>Make simple improvisations on the recorder, inventing 'on the spot' responses using a limited note range (eg B-A-G).</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi- or B-A-G on the recorder)Begin to play the recorder.</p> <p>Play and perform melodies following staff notation using the range B, A, G, F, E) as a whole class on in small groups.</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy (eg teacher plays a short 2 note phrase and pupil copies)</p> <p>Do this at different speeds (allegro and adagio- fast and slow)</p> <p>Extend to question-and-answer phrases if appropriate. Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p>	

Key vocab	chant, beat, rhythm, unison, forte(loud), piano(soft), pitch, notes, syllable	electronic music, digital technology, mix, sound effects, layering, Tension and release, pulse, ABA structure, compose, phrase, improvise, graphic score	Beat; pulse; four beats in a bar; three beats in a bar; time signature; waltz Four-beat pulse; rhythm; tempo; faster; slower; body percussion; rhythm pattern Four beats in a bar; call and response; four-on-the-floor rhythms; bass drum; hi-hat cymbal; on the beat; off the beat; disco; verse; chorus; introduction; instrumental echo; melody; rhythm; loud; forte; strong; quiet; piano; soft; crescendo; diminuendo; gospel Instrumentation; rock 'n' roll; rhythmic layers; piano; saxophone; drum-kit snare; high hat; kick drum; snare drum Timbre; ostinato; copy; notation; sound; silence; rest; beat; crotchet; quavers	instrument, wind, brass, flute, clarinet, oboe, bassoon, trumpet, trombone, french horn, saxophone, recorders,	crotchet, quaver, stave, line, space,	
Resources	Sparkyard	Ipads, App:Incredibox	Chimebars, handbells	Recorders		
Composers		Beardyman - Beatboxer	On The Beautiful Blue Danube by Strauss II The Percussion Show by Body Percussion Everybody Dance by Chic Lady Blacksmith Mambazo Shosholoza (Traditional South African) Shake, Rattle and Roll and Rock Around The Clock by Bill Haley and His Comets	Haydn - Trumpet concerto in E flat major Debussy - Syrinx for flute Mozart - Clarinet concerto in A major Bruce Springsteen - Born to run (Saxophone solo)		
Year 4	Singing	Production Christmas	Rhythm - Playing together rhythmic structures Y4T1	Digital	Tuned Ukulele following by other instruments for formal notation	
Key skills	Continue to sing a broad range of unison songs Pitch the voice accurately Follow directions for getting louder (crescendo) and quieter (diminuendo) Sing rounds and partner songs Sing in different time signature eg. 2,3 and 4 Begin to sing repertoire with small and large leaps (intervals) Introduce vocal harmony (simple second part) Perform songs in concert	Include singing skills previously mentioned	Step 1 (Call and response cups), Step 2 (Rhythm pizzas), Step 3 (Mystery Numbers), Step 4 (Character Motifs) Become more skilled in improvising using voices and tuned and untuned percussion. Make use of musical features in compositions including smooth (legato) and detached (staccato). Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Compose in response to different stimuli (pictures, photographs, music, chants, poems, stories) Explore developing knowledge of musical components by composing music to create a specific mood Begin to make compositional decisions about the overall structure of improvisations. Working in pairs, compose a short ternary piece (A,B,A)	Introduce major and minor chords Perform simple, chordal accompaniments to familiar songs on the ukulele.	Combine known rhythmic notation with letter names to create short pentatonic phrases (using 5 notes in a row (eg C, D, E, F, G) Improvise using notes from the pentatonic scale Include Ukulele, chime bars, hand bells etc to expand the scope and range of the sound palette available for composition work. Begin to make compositional decisions about the overall structure of improvisations. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts (eg one part plays a single note repeatedly and another part plays a melody) Individually (solo) copy stepwise melodic phrases with accuracy (eg teacher plays a short 3 note phrase and pupil copies) Do this at different speeds (allegro and adagio- fast and slow) Extend to question-and-answer phrases if appropriate. Read and perform pitch notation within a defined range (B, A, G, F, E)

Key vocab	crescendo, diminuendo, intervals, harmony, round, unison, forte, piano		Call and response; beat, Semibreve; minim; crotchet; quaver; time signature Pulse; triad; rest; ostinato; repeat; graphic notation Rhythmic motif; 4/4 ; staccato; legato; forte; piano; crescendo; diminuendo; fast; slow	theme and variation, texture, timbre, tempo,	legato, staccato, chromatic scale, chord, melody, harmony	rhythmic notation, pentatonic, scale,
Resources	Sparkyard	Sparkyard + chosen production (ideally Out of the Ark which links with Sparkyard)	Musical tubes (boomwhackers), untuned and tuned percussion	Ipads, App: Loopseque	Ukulele	glockenspiels, chimebar and handbells
Composers	For Unto Us A Child Is Born from Handel's Messiah. The Skaters' Waltz by Émile Waldteufel Hallelujah Chorus from Messiah by Handel. Canon in D by Pachelbel		Jambo by Ella Jenkins Beethoven's Symphony No. 5. Sergei Prokofiev- Symphonic Fairytale for Children 'Peter and the Wolf'	Ron Grainer (1922- 1981) Australian composer famous for his film and TV scores. Composer of Dr Who theme tune. Delia Derbyshire (1937- 2001) English musician and composer of electronic music. Murray Gold (1969 -) English composer for stage, film and TV	Jake Shimabukuro- male American Ukulele player and composer Taimane Gardner- female American Ukulele player and composer	
Year 5	Digital	Percussion Latin American music	Singing - Song ingredients Y5T3	Singing Easter Assembly	Tuned Instrument Glockenspiel	
Key skills	Capture and record creative ideas using technology. Working in pairs, compose a short piece with varied structure eg (A,B,C,A) Intro, chorus, verse, chorus	Improvise freely developing sense of shape and character Further understand the differences between semibreves, minims, crotchets, crotchet rests and paired quavers. Improvise over a simple groove Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	Step 1 (Layers), Step 2 (Exploring intervals), Step 3 (Now that's called harmony), Step 4 (Lyrics and melody) Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance Observe phrasing, accurate pitching and appropriate style Sing three part rounds and partner songs Continue to sing in different time signatures Continue to sing repertoire with a range of intervals Perform songs in concert	Include singing skills previously mentioned	Improvise freely developing sense of shape and character, using tuned percussion and glockenspiels. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape Compose melodies made from pairs of phrases in C major or A minor on glockenspiels (C, D, E, F, G, A, B, C) These melodies can be enhanced with rhythmic accompaniment. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation Play and perform melodies following staff notation using the range C- C as a whole class or in small groups on glockenspiels. Understand how triads are formed, and play them on tuned glockenspiels. (eg C, E, G / G, B, D) Perform simple, chordal accompaniments to familiar songs on glockenspiels (whole class) Identify static and moving parts (eg one part plays a single note repeatedly and another part plays a melody) Perform a range of repertoire pieces and arrangements combining instruments to form mixed ensembles. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Further understand the differences between semibreves, minims, crotchets, crotchet rests and paired quavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (C- C).	

Key vocab	Improvise, groove, beat, melody, forte, piano, fortissimo, pianissimo, mezzo piano, mezzo forte, dynamics, ternary, structure, mood, atmosphere	A range of Latin American music (bossa nova, cumbia, bachata, merengue, rumba, salsa, samba, tango) Rhythms with body, tuned and untuned percussion. Syncopated rhythms Ostinato Improvisation	Melody; melodic layers; harmony; part; rhythm; texture; loop; loop pedal, Interval; notes; major second; minor second; major third; minor third; perfect fourth; perfect fifth; octave; consonance; dissonance, Harmony; C major; triad; scale; chord; part; melody; order; barbershop, Rhythm; line; song; structure; lyrics; pentatonic scale; drone; harmony; melody; notation; dynamics; tempo		major and minor scale, Improvise, groove, beat, melody, forte, piano, fortissimo, pianissimo, mezzo piano, mezzo forte, dynamics, ternary, mood, atmosphere, groove, graphic symbols, staff notation, time signatures, octave
Resources	Chromebooks/Ipads, Software:Soundtrap / Bandlab / Garageband	Assorted untuned percussion	Sparkyard	Sparkyard + chosen production (ideally Out of the Ark which links with Sparkyard)	Glockenspiels
Composers	Gorillaz- Feel Good The Chemical brothers- Galvanise Electronic dance music Hip Hop Indie	Samba music- rhythmic patterns , an emphasis on melody and simple harmonies. Use of African percussion. Famous in Brazil. Bossa Nova- Brazilian popular music. A mix of samba and cool jazz. Rumba- American ballroom adaptation of Cuban rhythms.	One Day More from the musical Les Misérables. Aaron Copland's 'Buckaroo Holiday' Beethoven's Symphony No. 5 John Williams Star Wars theme The Ringmasters singing Smile by Charlie Chaplin. Elton John I'm Still Standing and Your Song. Flanders and Swann The Gnu Song.		Carl Orff- Carmina Burana (Raleigh Symphony Orchestra- Timpani showcase) Rimsky- Korsakov- Flight of the bumblebee (played by Claudio Santangelo)
Year 6	Percussion African drumming and singing		Tuned Instrument Keyboards	Listening and Singing Y6T3	Production End of year
Key skills	Sing a broad range of songs including those that involve syncopated rhythm, as a part of a choir, with a sense of ensemble and performance. Sing 3 and 4 part rounds and position singers in different places to develop greater listening skills and vocal independence Perform a range of songs Create music with multiple sections that include repetition and contrast Read and play confidently rhythm notation cards. Understand the differences between semibreves, minims, crotchets, quavers, semi-quavers and equivalent rests.		Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) on keyboards or tuned percussion and incorporate rhythmic variety and interest. Notate this melody. Compose melodies made from pairs of phrases in G major on keyboards (G, A, B, C, D, E, F# G) These could be enhanced with rhythmic or chordal accompaniment. Compose a piece with a varied structure Play and perform melodies following staff notation using the range C- C as a whole class or in small groups on keyboards. Make decisions about dynamic range, including very loud, very quiet moderately loud and moderately quiet (Forte and piano, mf and mp) Accompany this same melody, and others, using block chords or a bass line. Continue to develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (C-C).	Step 1 (What's the message), Step 3 (This is the blues), Step 3 (Create chord) Sing a broad range of songs including those that involve syncopated rhythms with a sense of ensemble and performance Observe rhythm, phrasing, accurate pitching and appropriate style Continue to sing three and four part rounds and partner songs Experiment with positioning singers randomly within a group (no longer in discrete parts / in order to develop greater listening skills and vocal independence) Perform songs in concert	Include singing skills previously mentioned

Key vocab	synocapated, repition, contrast, dynamics, rhythmic, phrase, loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano), semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.	chord, sequence, melodies, scale, pentatonic, major, staff, notation, dynamics, Forte and piano, mf and mp, semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.	Lyrics; melody; communicate; timbre; tonality; key change; pitch; rhythm; repetition; protest song, Blues; riff; guitar; melodic pattern; ostinato; 12-bar blues; structure; chord pattern Chord; harmony; root; scale; tonic; chord progression; chord sequence	
Resources	Djembe drums + assorted african percussion	Keyboards, headphones, splitters, extension cables	Sparkyard	Sparkyard + chosen production (ideally Out of the Ark which links with Sparkyard)
Composers	Ladysmith Black Mombazo- South African male choral group Mamady Keïta- Djembe drummer from the West African nation of Guinea. Siyahamba Senwa de Dende Jin-Go-La-Ba (Drums of passion) Nigeria	Debussy- Clair Du Lune Beethoven- Fur Elise and Sonata number 14 Chopin- Sonata number 2 and Fantaisie Rimsky Korsakov- Flight of the Bumblebee Mozart- Ronda Alla Turca Rachmaninoff- piano concerto number 2 Contemporary Tokio Myers- Britain's Got Talent Tokio Myers- Bloodstream- Live with the Royal Philharmonic orchestra	What Have They Done To The Rain, a song written by Malvina Reynolds and recorded by Joan Baez Big Yellow Taxi by Joni Mitchell Good Morning Blues by Lead Belly or Woke Up This Morning by B. B. King.	
Listening			Evidence	Assessment requirements
<p>Taught throughout curriculum in all year groups</p> <p>Pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing is developed.</p> <p>They listen to recorded performances and experience live music both in school and out through trips to local secondary school performances.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen and form an opinion on a range of genres.</p> <p>Self and peer evaluate performances.</p>			<p>Powerpoint collage of images/videos/recordings</p> <p>1 slide per year group per term</p>	<p>2 recorded creations/performances across the year</p> <p>video or audio (group or individual)</p>