

St Ann's Heath Junior School

Music skills progression

Curriculum Intent	<ul style="list-style-type: none"> • Instil interest in and enjoyment of the subject, and a desire to find out more. • Ensure objectives are clear and reasonable, with a good potential outcome. • Encourage all children to participate in a variety of musical experiences through which we aim to build up their love of music, self-confidence and sense of achievement. • Develop the children's ability to sing in tune and with other people, play untuned musical instruments with increasing control, fluency and expression and listen critically to a wide range of music from different periods, genres, styles and traditions. • Explore how music is created, produced and communicated through the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation. • Improvise and compose music for a range of purposes using the interrelated dimensions of music.
Key	<ul style="list-style-type: none"> • ✓ required for MMC 😊 achieved/planned for

	Year 3	Year 4	Year 5	Year 6
	<p>Looking at the origins of music – how groups of instruments built up, identifying parts of an orchestra.</p> <p>Investigating different instrument families and identifying the differences between them.</p> <p>Identifying instruments by sound.</p> <p>How is a band different to an orchestra? What kind of bands are there?</p> <p>Musical assessment – listening to music from different instruments and groups and seeing how it makes us feel.</p> <p>What can orchestral music be used for?</p>	<p>Regular reviews of rhythm notation.</p> <p>Musical maths revisiting.</p> <p>Regular body percussion practice.</p> <p>Investigating the invention of music, looking back to the Stone Age.</p> <p>Musical Archaeology – how can we know details of music from the Stone Age and can we assess what may have taken place?</p> <p>Experiencing the sounds of the Stone Age through technology, and discussing the reasons/how music might have developed.</p> <p>Experimenting making music with Stone Age materials to see if our theories are accurate. Improvising with the materials.</p>	<p>Focusing on pitch and pitch notation.</p> <p>Pitch vocabulary, symbols, different instruments,</p> <p>Writing notes /pitch correctly</p> <p>Earth and Space music</p> <p>Using Elements of music for listening and understanding.</p> <p>Review of rhythm notation.</p> <p>Investigating different styles of music on a common theme.</p> <p>Using wide range of adjectives to describe what is heard.</p> <p>Listening to different rhythms and practising recall.</p> <p>Ostinato – recognising and using.</p>	<p>Focusing on pitch and pitch notation.</p> <p>Pitch vocabulary, symbols, different instruments,</p> <p>Writing notes /pitch correctly</p> <p>Review of rhythm notation.</p> <p>Looking into the history of music around WWII.</p> <p>Where might music be available? Compare to modern day.</p> <p>Who could provide music? What styles of music were there?</p> <p>What part did each type of music play in the war?</p> <p>Listening analysis of War inspired orchestral compositions</p> <p>Song analysis – lyrics and tune</p> <p>Recognising famous war songs</p>

	Year 3	Year 4	Year 5	Year 6
	<p>Rhythm notation: names, symbols, bars, basic groupings of notes - time signatures) musical vocabulary</p> <p>Musical maths using music notations</p> <p>Practical music – beginning body percussion, beginning drumming, ostinato, call and response, improvising, performing</p> <p>External Bucket Drumming workshop</p> <p>Singing – elements, expression, vocal production, breathing, posture, elocution, different languages</p>	<p>Discovering how music could be produced, using knowledge of materials available in the Stone Age.</p> <p>Looking at the progression of instruments from Stone Age to modern day.</p> <p>Creating an 8 bar chant using knowledge of Stone Age activities.</p> <p>Expanding chant where appropriate.</p> <p>Adding authentic instruments and/or body percussion to the chant to add texture.</p> <p>Performing the chant with instruments.</p> <p>Ostinato.</p> <p>Singing – elements, expression, vocal production, breathing, posture, elocution, different languages</p> <p>Looking at history of Roman Music.</p> <p>Comparing Roman instruments to Stone Age ones. What has changed?</p> <p>Listening to different Roman instruments – is that the sound we expected? Production of sounds.</p> <p>Do we hear similar sounds today?</p>	<p>History of Rap: Rap music – investigating the origins and styles of rap music.</p> <p>Performing options of writing a Star Wars Rap or experimenting with beatboxing.</p> <p>Singing – elements, expression, vocal production, breathing, posture, elocution, different languages</p>	<p>African Music unit: history, instruments, techniques, improvisation, ostinato, singing, chanting, dancing, call and response, performance</p> <p>African Drumming Workshop</p> <p>Singing – elements, expression, vocal production, breathing, posture, elocution, different languages</p>
Required MMC Vocabulary	Yr 3	Yr 4	Yr 5	Yr 6
Crotchets	✓	✓ ☺	✓ ☺	✓ ☺
Paired/beam quavers	✓	✓ ☺	✓ ☺	✓ ☺
Minim	✓	✓ ☺	✓ ☺	✓ ☺
Semibreves		☺	✓ ☺	✓ ☺
Semiquavers			✓	✓
Rests		✓ ☺	✓ ☺	✓ ☺

	Year 3	Year 4	Year 5	Year 6
Time signatures 2/4 ¾ 4/4			✓	✓ 😊
Fast (allegro) slow (adagio)	✓	✓ 😊	✓ 😊	✓ 😊
Getting faster (accelerando) slower (rallentando)		✓	✓	✓
Stave, lines and spaces, clef, reading dot notation - pitch	✓ Range of a third	✓ Range of a 5 th	✓ Range of an octave 😊	✓ Range of an octave 😊
Loud (forte)	✓ 😊	✓ 😊	✓ 😊	✓ 😊
Quiet (piano)	✓ 😊	✓ 😊	✓ 😊	✓ 😊
Getting louder (crescendo) softer (decrescendo)	😊	✓ 😊	✓ 😊	✓ 😊
Other Vocabulary				
Ostinato	😊	😊	😊	😊
monorhythm		😊		😊
Polyrhythm		😊	😊	😊
Texture			😊	😊
Melody/tune	😊	😊	😊	😊
Dynamics	😊	😊	😊	😊
Pitch	😊	😊	😊	😊
Tempo	😊	😊	😊	😊
Chant		😊		

	Year 3	Year 4	Year 5	Year 6
Rap			😊	
Beatbox				
Call and response	😊	😊	😊	😊
<i>Tuned and untuned percussion</i>	😊	😊	😊	😊
pulse	😊	😊	😊	😊
beat	😊	😊	😊	😊
reading dot notation - rhythm	😊	😊		
percussion	😊	😊	😊	😊
strings	😊			
woodwind	😊			
brass	😊			
orchestra	😊		😊	😊
Body percussion	😊	😊	😊	😊
Opera	😊			

All Year groups	<p><i>All year groups:</i></p> <p><i>Extra this year:</i></p> <p><i>Music of rugby - the role of National Anthems</i></p> <p><i>Black History Music</i></p>
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Every year:

Regular body percussion

Play along videos

Topic and theme/seasonal songs

Call and Response

Music for Events and Occasions

Christmas music - listening, singing, performing

French Christmas Carol

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