

Key Areas of learning for Music (headings for areas of progression)

- ♣ 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.

At Priory Junior School, we utilise the scheme of Charanga* which adopts an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), appraising, singing and playing instruments are all linked.

Curriculum Overview:

	Autumn	Spring	Summer
Year 3	Singing Christmas Nativity	Play Percussion instrument Drumming	*Three Little Birds – Bob Marley and other artists (reggae)
Year 4	*Mamma Mia– ABBA and other artists (pop)	Play Percussion instrument Drumming	*Blackbird – The Beatles (a song about civil rights)
Year 5	*Living on a Prayer – Bon Jovi and other artists (classic rock)	Play/perform Percussion instrument Drumming	*The Fresh Prince of Bel-Air - Will Smith and other artists (old-school hip-hop)
Year 6	*Happy – Pharrell Williams and other artists (pop) *Signed version	Play/perform Percussion instrument Drumming	Singing Year 6 production

The following tables show our knowledge, skills and vocabulary progression across the key areas of music as children progress through our school.

Bold text: This refers to sticky knowledge within each section in the progression document as well as key vocabulary (Know).

Italics = Skills (Know how to...)

Vocabulary Progression			
Year 3	Year 4	Year 5	Year 6
Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, syncopation, structure, tune/head, note values, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, groove, riff, bass line, brass section, harmony, melody	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, hook, riff, solo, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, civil rights, gender equality, unison, harmony

	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	○	<ul style="list-style-type: none"> ○ Know how to sing in tune ○ Know how to sing with awareness of pulse and control of rhythm ○ Know how to recognise simple phrases ○ Know how to sing expressively with 	<ul style="list-style-type: none"> ○ Know how to sing with confidence using a wider vocal range ○ Know how to sing songs with staff notation as support ○ Know how to present performances effectively 	<ul style="list-style-type: none"> ○ Know how to sing songs with increasing control and breathing, posture and sound projection ○ Know how to sing songs in tune with an awareness of other parts 	<ul style="list-style-type: none"> ○ Know how to perform songs with greater expression and meaning, solo or as part of an ensemble. ○ Know how to have an awareness of the context of the song.

		<p>awareness and control of the expressive elements; timbre, tempo and dynamics</p> <ul style="list-style-type: none"> ○ Know how to sing songs and create different vocal effects Know how to internalise sounds by singing “in their heads.” ○ Know how mouth shapes can affect voice sounds. 	<p>with awareness of audience, venue and occasion.</p> <ul style="list-style-type: none"> ○ Know how to develop the ability to maintain a part in two-part harmonies. ○ Know how to begin to understand how parts fit together and an awareness of how songs are structured. 	<ul style="list-style-type: none"> ○ Know how to sing with expression and rehearse with others. ○ Know how to present performances effectively with awareness of audience, venue and occasion. ○ Know how understanding how parts fit together and how songs are structured. ○ Know how to increase the repertoire of songs from different cultures 	<ul style="list-style-type: none"> ○ Know how to take part in four-part round with confidence. ○ Know how to enjoy singing music of many different styles.
Playing	<ul style="list-style-type: none"> ○ To know how to follow musical instructions from a leader 	<ul style="list-style-type: none"> ○ Know the basic techniques of holding the instrument ○ Know and be able to talk about the instruments in class ○ Know how to play an instrument with the correct technique ○ Know how to treat instruments carefully with respect ○ To know how to rehearse their part within the lesson 	<ul style="list-style-type: none"> ○ Know how to refine techniques from Year 3 ○ Build chords previously learnt ○ Know how this instrument can be utilised in group/solo ensembles and know the other instruments across the orchestra ○ Know how to play an instrument with the correct technique with increasing accuracy 	<ul style="list-style-type: none"> ○ Know how to refine techniques from Year 4 ○ Know how to play rounds in small groups ○ Know how to perform to an audience ○ Know how to lead the playing to a group 	<ul style="list-style-type: none"> ○ Know how to refine techniques from previous years ○ Know how to smooth transition through rudiments progression. ○ Know how to sing and play familiar songs ○ Know how to select an instrument that matches the musical part
Listening & Appraising	<ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ○ Know how to listen to music from different periods of music and begin to place on a timeline. ○ Know how to find similarities and differences in the work 	<ul style="list-style-type: none"> ○ Know how to increase the ability to place music on a timeline. ○ Know how to increase confidence to compare works of great composers and musicians. 	<ul style="list-style-type: none"> ○ Know how to identify musical elements within a piece of music with confidence. ○ Know how to understand what makes a successful performance or composition 	<ul style="list-style-type: none"> ○ Know how to understand how music has evolved over time and how music is written for specific occasions, times and places. ○ Know how to understand what makes a successful

		<ul style="list-style-type: none"> ○ of a great composer/ musician from history. ○ Know how to begin to express opinions about music we hear. ○ Know how to listen to music from a wider variety of traditions and styles. ○ Know how to develop an understanding of what makes a successful performance or composition. ○ Know how to reflect on and improve our own work against given criteria. ○ Know how to explain what the purpose of a piece of music might be. ○ Know how to begin to use the terms duration, timbre, tempo, pitch, beat, texture and use of silence to describe music. ○ Know how to evaluate others' work thinking about rhythm and tempo 	<ul style="list-style-type: none"> ○ Know how to increase confidence to express opinions about music from the past and different cultures using an increasing musical vocabulary. ○ Know how to evaluate others' music, using an increasing musical vocabulary. ○ Know how to use the terms duration, timbre, tempo, pitch, beat, texture and use of silence to describe music. 	<ul style="list-style-type: none"> ○ Know how to reflect on own compositions using a wide range of musical vocabulary. ○ Know how to begin to explore reasons for composers' tempo choices. ○ Know how to compare pieces thinking about texture, structure, tempo and dynamics. ○ Know how to evaluate others' work thinking about texture, timbre structure, rhythm, tempo and dynamics. ○ Know how to explain how the music of the past reflected the society of the time. 	<ul style="list-style-type: none"> ○ performance or composition. ○ Know how to reflect on own compositions using a wide range of musical vocabulary. ○ Know how to pick out details from a piece and recall these details from memory. ○ Know how to compare and evaluate pieces using a wide range of musical vocabulary. ○ Know how to find similarities and differences between different historical composers and musicians. ○ Explain how music has changed over time.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composing</p>	<ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ○ Organise sounds into a structure using classroom instruments. ○ Compose in a group setting using a variety of starting points. ○ Increase awareness of how sounds combine and 	<ul style="list-style-type: none"> ○ Organise sounds into a structure using classroom instruments. ○ Compose in an individual setting using a variety of starting points. ○ Further increase awareness of how sounds combine and layer to 	<ul style="list-style-type: none"> ○ Organise sounds into a structure using digital technology (Yustudio ICT) and classroom instruments. Create rhythmic patterns with an awareness of timbre and duration. Improvise melodic and rhythmic 	<ul style="list-style-type: none"> ○ Improvise using the pentatonic scale. ○ Organise sounds into a structure using digital technology (Yustudio) and classroom instruments. ○ Increase confidence to make their own composing choices.

		<p>layer to develop understanding of texture.</p> <ul style="list-style-type: none"> ○ Compose simple rhythm using untuned percussion and improvising repeating patterns 	<p>develop understanding of texture.</p> <ul style="list-style-type: none"> ○ Improvise repeating patterns and composing our own (ostinato). ○ Compose three note patterns. Compose melodic songs. ○ Create accompaniments for tunes. 	<p>phrases as part of a group performance. Choose and create sounds expressively and with control.</p> <ul style="list-style-type: none"> ○ Understand when to use varying dynamics, pitch and expression to portray an idea or mood. ○ Begin to layer sounds to create effects. 	<ul style="list-style-type: none"> ○ Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody and rhythm.
<p>Knowledge of music</p>		<ul style="list-style-type: none"> ○ Know how to listen to the music of a variety of composers ○ Know how to describe the different purposes of music throughout history and in other cultures. ○ Know how to develop a chronology of musical history ○ Know how to read notes and understand the beat they represent ○ Know that different notes have different beat values 	<ul style="list-style-type: none"> ○ Know how to place composers on a timeline further developing understanding of chronology. Know how to find similarities and differences between different historical composers and musicians. ○ Know how to further develop a chronology of musical history ○ Know how to read notes on the treble clef stave and understand the beat they represent 	<ul style="list-style-type: none"> ○ Know how to listen and understand the different cultural meanings and purposes of music, including contemporary culture. ○ Know how to describe different purposes of music in history/ other cultures ○ Know how to explain how the music of the past reflected the society of the time. ○ Know how to explain how music has changed over time. ○ Know how to read notes on the treble and bass stave and understand the beat they represent 	<ul style="list-style-type: none"> ○ Know how to notice and explore how music reflects time, place and culture. ○ Know how to understand and express opinions on the different cultural meanings and purposes of music. ○ Know how to explain how the music of the past reflected the society of the time. ○ Know how to explain how music has changed over time. ○ Know how to read and write staff notation to record and read our own compositions