

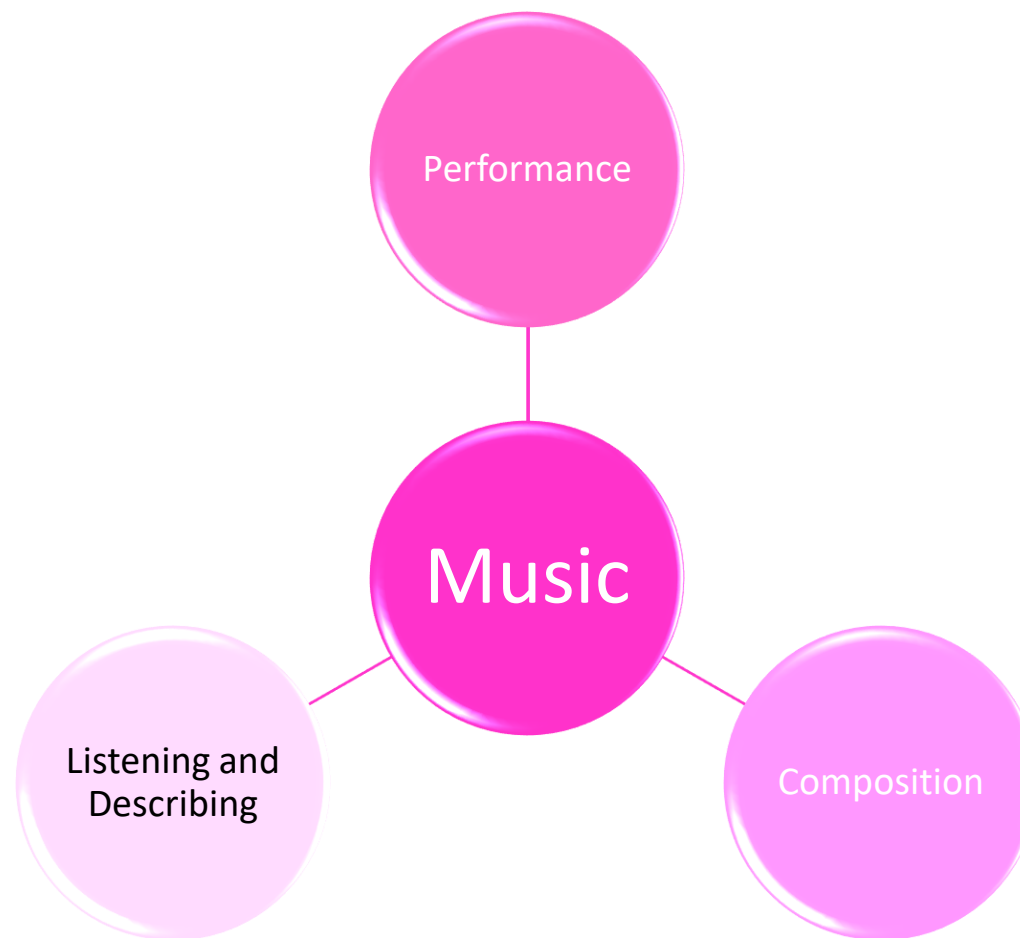
Music Content Spine

	Autumn	Spring	Summer
Year 3	Hear it! Play It! Exploring Rhythmic Patterns (NC Unit: Listening, Performing, Composing)	Painting Pictures with Sound (NC: Listening, Performing, Composing)	Sing, Play, Notate! (NC Unit: Listening, Performing, Composing)
Year 4	Playing with Rhythm – Playing Together and Rhythmic Structures (NC Unit: Listening, Performing, Composing)	Musical Contrasts (NC Unit: Listening, Performing, Composing)	Melody Builders – Exploring Melodies and Song Structures (NC Unit: Listening, Performing, Composing)
Year 5	Rhythm Builders - Exploring Rhythmic Layers (NC Unit: Listening, Performing, Composing)	Music and Words (NC: Listening, Performing, Composing)	Song Ingredients – Exploring Melody, Harmony and Lyrics (NC Unit: Listening, Performing, Composing)
Year 6	We've Got Rhythm – Rhythmic Devices and Structure (NC: Listening, Performing, Composing)	Musical Effects and Moods (NC: Listening, Performing, Composing)	Celebrating Songs (NC: Listening, Performing, Composing)



Music

Key Concepts



Music Progression Map - Performance

Year 3

- understand the importance of pronouncing the words in a song well
- know that the sense of occasion affects the performance
- sing songs from memory with mostly accurate pitch
- play instruments with some control
- maintain a steady beat using body percussion or by copying simple word rhythm patterns
- follow musical instructions when rehearsing and performing
- begin to identify strengths and weaknesses in my music

Year 4

- understand the importance of pronouncing the words in a song well
- know that the sense of occasion affects the performance
- sing rounds and partner songs, maintaining an accuracy of pitch and showing awareness of different vocal lines
- demonstrate increasing accuracy and control of technique on an appropriate range of tuned and untuned percussion
- perform simple patterns and accompaniments keeping to a steady pulse, including ostinato
- make improvements to work, whether individual, in pairs or groups
- identify some strengths and weaknesses in my music



Music Progression Map - Performance

Year 5

- know that the sense of occasion affects the performance.
- show an awareness of expression and interpretation through the control of musical elements and phrasing when singing
- sing with confidence in two parts
- create a range of sounds on different instruments with accuracy
- control more complex rhythmic patterns and sequences
- develop an ability to rehearse and present performances in independent groups, showing awareness of their own part
- identify strengths and weaknesses in my music

Year 6

- know that the sense of occasion affects the performance.
- show an increased accuracy and awareness of expression and interpretation through the control of musical elements and phrasing
- use a wide range of instruments with confidence demonstrating knowledge of the correct technique to create a range of sounds with accuracy
- maintain ostinato patterns and sequences
- rehearse and present performances in independent groups, commenting on how intentions have been achieved
- identify strengths and weaknesses in my music



Music Progression Map - Composition

Year 3

improvise and compose music for a range of purposes using the inter-related dimensions of music

- use sound to create abstract effects
- compose and perform simple rhythms
- use melodies and accompaniments e.g. drones, ostinato, layers

use and understand staff and other musical notations

- recognise simple rhythm notation
- know how many beats in a crotchet, rest and quaver
- recognise a graphic score and some symbols

Year 4

improvise and compose music for a range of purposes using the inter-related dimensions of music

- explore the way sounds can be combined and used expressively to create 'mood/feeling
- compose rhythms and melodies and repeat them with increasing accuracy
- combine layers of sound with awareness effect
- use melodies and accompaniments e.g. drones, ostinato, layers

use and understand staff and other musical notations

- use a simple graphic score
- read a music stave and make out the notes EGBDF and FACE
- Know how many beats in a minim, crotchet, rest, quaver and semibreve and recognise their symbols
- draw a treble clef



Music Progression Map - Composition

Year 5

improvise and compose music for a range of purposes using the inter-related dimensions of music

- choose, order, combine and control sounds with awareness of their effect to create musical 'moods'
- compose more complex rhythms
- improve melodic and rhythmic phrases as part of a performance
- use texture to create musical 'moods'
- use a graphic score to support / recall a performance

use and understand staff and other musical notations

- use a graphic score to support/recall my performance
- know how many beats in a minim, crotchet and semibreve and recognise their symbols
- can draw a treble clef at the correct position on the stave

Year 6

improvise and compose music for a range of purposes using the inter-related dimensions of music

- carefully choose, order, combine and control more complex sounds with increasing awareness of their effect musical 'moods'
- compose rhythms with different layers
- improve my music

use and understand staff and other musical notations

- use a graphic score to record a composition
- know how many beats in a minim, crotchet and semibreve and recognise their symbols
- can draw a treble clef at the correct position on the stave



Music Progression Map – Listening and Describing

Year 3

- **pitch:** distinguish between steps, leaps and repeats in music
- **duration:** understand how rhythmic patterns fit to a beat
- **dynamics:** understand and identify sound getting louder/quieter
- **tempo:** identify the beat in music
- **texture:** identify the difference between solo and unison
- **timbre:** identify different families of instruments by their qualities
- **structure:** develop understanding of repetition and contrast

Year 4

- **pitch:** know a pentatonic scale is made from 5 notes
- **duration:** recognise and understand 2, 3 and 4 metre
- **dynamics:** identify different levels of volume
- **tempo:** identify different variations in speed
- **texture:** identify the difference between solo, unison, harmony and layers
- **timbre:** distinguish between different ways of playing percussion
- **structure:** understand a range of musical structures, including ostinato

Year 5

- **pitch:** identify how pitch creates mood
- **duration:** understand how different rhythmic patterns affect feel
- **dynamics:** understand how dynamics can be manipulated
- **tempo:** understand how a range of tempo can be manipulated
- **texture:** understand types of harmony can be manipulated
- **timbre:** understand choice of instruments to create mood
- **structure:** further develop the understanding of musical structure

Year 6

- **pitch:** identify with increasing accuracy how pitch creates mood
- **duration:** describe how music uses patterns to affect the feel and effect
- **dynamics:** describe how dynamics can be used for expressive effect
- **tempo:** describe how tempo can be manipulated for expressive effect
- **texture:** describe different textures and chord patterns for effect in music
- **timbre:** understand how instruments are played can affect mood
- **structure:** further develop understanding of musical structures

