

MUSIC

Curriculum Path of Progression



In Y5, pupils begin by consolidating their understanding by learning about the key features of Blues music, playing 12-bar Blues, as well as scales and learning the skill to improvise with notes from the Blues scale. Following this, pupils will continue to develop and enhance their musical skills, by learning to sing a traditional African song, use tuned percussion and vocals to perform a piece of music. As well as this, pupils will play call and response rhythms using percussion instruments. Finally, pupils will explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil.



In Y3, pupils will begin by learning about ballads, learning how to explain what they are. Following this, pupils will begin to perform a ballad with an understanding of style, using a ballad to tell a story, as well as writing lyrics and performing in a group. Following this, pupils will learn how to play, write and perform a pentatonic melody, through group composition, whilst developing their understanding of Chinese New Year. Finally, pupils will explore Indian music and instruments, whilst developing an opinion of Indian music. Pupils will learn to improvise, create a piece of music, using a drone and by using musical notation.



In Y6, pupils will consolidate their learning, by exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition. Pupils will explore rhythmic patterns, using knowledge of rhythmic notation to notate own composition. Following this, pupils will appraise the work of Mendelssohn and further develop the skills of improvisation and composition, by using knowledge of dynamics, texture and pitch to create a group composition. Finally, pupils will combine all their learnt skills, to compose a melody, to be used as a 'Leavers' song'. Pupils will learn to describe music, to write and organise lyrics into a song structure, as well as using vocal improvisation.



Y6



Y5

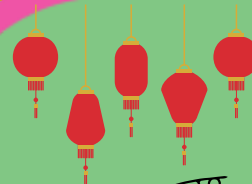


In Y4, pupils will begin by learning how to play the recorder, understanding how to hold and blow the recorder correctly, learning how to make the notes A, B and G. Following this, pupils will continue to develop their recorder playing skills, by learning to play simple tunes, by changing fingering, as well as reading the standard notation for crotchet rests. Finally, pupils will learn about Samba and Carnival sounds, through recognising and identifying the main features of Samba music, as well as learning how to play syncopated rhythms, as a group and within the Samba piece.

Y4



Y3





Autumn Term – Ballads

National Curriculum Coverage

- 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

Coverage

- **To sing a Ballad and explain what it is**
- **To be able to perform a ballad with an understanding of style**
- **To understand that ballads tell a story**
- **To be able to write lyrics for a ballad**
- **To take part in a group performance**

Pupils will begin by learning about ballads, learning how to explain what they are. Following this, pupils will begin to perform a ballad with an understanding of style, using a ballad to tell a story, as well as writing lyrics and performing in a group.

Progression pathway

This unit builds upon prior knowledge and skills gained in KS1 in which pupils began to use their voices expressively and creatively by singing songs and speaking chants and rhymes.

They build upon those skills this half term by learning about ballads. Pupils will begin to perform a ballad with an understanding of style, using a ballad to tell a story, as well as performing in a group.

This will lead on to playing and performing in solo and ensemble contexts.

Spring Term – Pentatonic melodies and composition – Chinese New Year

National Curriculum Coverage

- 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

Coverage

- **To learn about the music used to celebrate the Chinese New Year festival**
- **To play a pentatonic melody**
- **To write and perform a pentatonic melody**
- **To perform a group composition**
- **To perform a piece of music as a group**

Throughout this unit, pupils will develop their understanding of Chinese New Year, through learning pentatonic melodies. Pupils will learn how to play, write and perform a pentatonic melody, through group composition.

Progression pathway

This unit builds upon prior knowledge and skills gained in KS1 in which pupils began to use their voices expressively and creatively by singing songs and speaking chants and rhymes.

They build upon those skills this half term by learning how to play, write and perform a pentatonic melody, through group composition.

This will lead on to exploring changes in pitch, tempo and dynamics in Year 4.



Summer Term – Traditional instruments and improvisation (Theme: India)

National Curriculum Coverage

- 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

Coverage

- **To explain an opinion of Indian music**
- **To be able to improvise using given notes**
- **To be able to improvise using given notes (adding a drone)**
- **To create a piece of music using a drone, rag and tal**
- **To perform a piece of music using musical notation**

During this unit, pupils will explore Indian music and instruments, whilst developing an opinion of Indian music. Pupils will learn to improvise, create a piece of music, using a drone and by using musical notation.

Progression pathway

This unit builds upon prior knowledge and skills gained in KS1 in which pupils began to use their voices expressively and creatively by singing songs and speaking chants and rhymes.

They build upon those skills this half term by exploring Indian music and instruments. Pupils will learn to improvise, create a piece of music, using a drone and by using musical notation.

This will lead on to exploring changes in pitch, tempo and dynamics in Year 4.



Autumn Term – Recorders – note playing

National Curriculum Coverage

- 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

Coverage

- **To understand how to hold and blow into the recorder**
- **To know how to place the fingers and blow correctly to make the note B**
- **To know how to place the fingers and blow correctly to make the note A**
- **To play a simple tune using the notes B and A by changing the fingering**
- **To know how to place the fingers and blow correctly to make the note G**

During this unit, pupils will begin to learn how to play the recorder, understanding how to hold and blow the recorder correctly, learning how to make the notes A, B and G.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt to improvise and create a piece of music.

They build upon those skills this half term by learning how to play the recorder, understanding how to hold and blow the recorder correctly, learning how to make the notes A, B and G.

This will lead on to composing and, as a class, performing their own musical composition, in Year 5.

Spring Term – Recorders

National Curriculum Coverage

- 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

Coverage

- **To play a simple tune using notes B, A and G by changing fingering**
- **To play simple tunes with notes of short and long duration**
- **To read the standard notation for a crotchet rest**
- **To play simple tunes which include crotchet rests**
- **To play tunes using the notes B, A and G.**

Throughout this unit, pupils will continue to develop their recorder playing skills, by learning to play simple tunes, by changing fingering, as well as reading the standard notation for crotchet rests.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt to improvise and create a piece of music.

They build upon those skills this half term by developing their recorder playing skills, by learning to play simple tunes, by changing fingering, as well as reading the standard notation for crotchet rests.

This will lead on to composing and, as a class, performing their own musical composition, in Year 5.



Summer Term – Samba and Carnival sounds and instruments

National Curriculum
Coverage

- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Coverage

- **To recognise and identify the main features of samba music**
- **To understand and play syncopated rhythms**
- **To play syncopated rhythms as part of a group**
- **To compose a basic rhythmic break**
- **To perform rhythmic breaks within the samba piece**

During this unit, pupils will be learning about Samba and Carnival sounds, through recognising and identifying the main features of Samba music, as well as learning how to play syncopated rhythms, as a group and within the Samba piece.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt to improvise and create a piece of music.

They build upon those skills this half term through recognising and identifying the main features of Samba music, as well as learning how to play syncopated rhythms, as a group and within the Samba piece.

This will lead on to composing and, as a class, performing their own musical composition, in Year 5.



Autumn Term – Blues

National Curriculum Coverage

- 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

Coverage

- **To know the key features of Blues music**
- **To play the first line of the 12-bar Blues**
- **To be able to play the 12-bar Blues**
- **To be able to play the Blues scale**
- **To be able to improvise with notes from the Blues scale**

During this unit, pupils consolidate their understanding by learning about the key features of Blues music, playing 12-bar Blues, as well as scales and learning the skill to improvise with notes from the Blues scale.

Progression pathway

This unit builds upon prior knowledge gained in a previous year group, in which pupils explored how to play, write and perform a pentatonic melody, through group composition.

They build upon those skills this half term by consolidating their understanding by learning about the key features of Blues music, playing 12-bar Blues, as well as scales and learning the skill to improvise with notes from the Blues scale.

This will lead on to advanced rhythms, dynamics, pitch and tone, in Year 6.

Spring Term – South and West Africa

National Curriculum Coverage

- 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

Coverage

- **To sing a traditional African song unaccompanied**
- **To use tuned percussion to play a chord progression**
- **To use vocals or tuned percussion to perform a piece of music as an ensemble**
- **To play call and response rhythms using percussion instruments**
- **To create an eight beat break to play within a performance**

Throughout this unit, pupils will continue to develop and enhance their musical skills, by learning to sing a traditional African song, use tuned percussion and vocals to perform a piece of music. As well as this, pupils will play call and response rhythms using percussion instruments.

Progression pathway

This unit builds upon prior knowledge gained in a previous year group, in which pupils explored how to play, write and perform a pentatonic melody, through group composition.

They build upon those skills this half term by enhancing their musical skills, by learning to sing a traditional African song, use tuned percussion and vocals to perform a piece of music. As well as this, pupils will play call and response rhythms using percussion instruments.

This will lead on to advanced rhythms, dynamics, pitch and tone, in Year 6.



Summer Term – Composition to represent the festival of colour

National Curriculum Coverage

- 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

Coverage

- **To understand that music can be represented with colours**
- **To represent a piece of music as a graphic score**
- **To create a vocal composition based on a picture**
- **To create a piece of music inspired by a single colour**
- **To work as a group to perform a piece of music**

Throughout this unit, pupils will explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil.

Progression pathway

This unit builds upon prior knowledge gained in a previous year group, in which pupils explored how to play, write and perform a pentatonic melody, through group composition.

They build upon those skills this half term by exploring the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil.

This will lead on to advanced rhythms, dynamics, pitch and tone, in Year 6.



Autumn Term – Advanced rhythms

National Curriculum Coverage

- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Coverage

- **To develop an understanding of the Kodaly music method**
- **To strengthen the feeling of pulse when working with rhythmic patterns**
- **To explore rhythmic patterns in order to build the sense of pulse**
- **To use knowledge of rhythm to create own composition**
- **To use knowledge of rhythmic notation to notate own composition**

During this unit, pupils will consolidate their learning, by exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition. Pupils will explore rhythmic patterns, using knowledge of rhythmic notation to notate own composition.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils built up to composing and, as a class, performing their own musical composition.

They build upon those skills this half term by exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.

This will lead on to developing self-confidence and musical skill-level, enabling pupils to compose and perform a song.

Spring Term – Dynamics, pitch and tempo (Theme: Fingal's Cave)

National Curriculum Coverage

- 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

Coverage

- **To appraise the work of a classical composer (Felix Mendelssohn)**
- **To improvise as a group, using dynamics and pitch**
- **To improvise as a group, using texture**
- **To use knowledge of dynamics, texture and pitch to create a group composition**
- **To use teamwork to create a group composition featuring changes in texture, dynamics and pitch**

Throughout this unit, pupils will appraise the work of Mendelssohn and further develop the skills of improvisation and composition, by using knowledge of dynamics, texture and pitch to create a group composition.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils built up to composing and, as a class, performing their own musical composition.

They build upon those skills this half term by appraising the work of Mendelssohn and further developing the skills of improvisation and composition, by using knowledge of dynamics, texture and pitch to create a group composition.

This will lead on to developing self-confidence and musical skill-level, enabling pupils to compose and perform a song.



Summer Term – Composing and performing a Leavers' Song

National Curriculum Coverage

- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Coverage

- **To listen to and describe music**
- **To write lyrics for a song**
- **To organise lyrics into a song structure**
- **To use vocal improvisation and known melodies against a backing track**
- **To compose a melody**

During this unit, pupils will combine all their learnt skills, to compose a melody, to be used as a 'Leavers' song'. Pupils will learn to describe music, to write and organise lyrics into a song structure, as well as using vocal improvisation.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils built up to composing and, as a class, performing their own musical composition.

They then combine all their learnt skills, to compose a melody, to be used as a 'Leavers' song'. Pupils will learn to describe music, to write and organise lyrics into a song structure, as well as using vocal improvisation.

This will lead on to developing self-confidence and musical skill-level, enabling pupils to compose and perform a song.