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Music Progression Overview



	Year 4 – For Reference	Year 5	Year 6
Listen and appraise	<i>To know five songs from memory and who sang them or wrote them. To know the style of the five songs.</i> To choose one song and be able to talk about: * <i>Some of the style indicators of that song (musical characteristics that give the song its style).</i> * The lyrics: what the song is about. * Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). * Identify the main sections of the song (introduction, verse, chorus etc). * Name some of the instruments they heard in the song. To confidently identify and move to the pulse. <i>To talk about the musical dimensions working together in the Unit songs</i>	To know five songs from memory, <i>who sang or wrote them, when they were written and, if possible, why?</i> To know the style of the five songs <i>and to name other songs from the Units in those styles.</i> To choose two or three other songs and be able to talk about: * Some of the style indicators of the songs (musical characteristics that give the songs their style) * The lyrics: what the songs are about * Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) * Identify the main sections of the songs (intro, verse, chorus etc.) * Name some of the instruments they heard in the songs <i>* The historical context of the songs. What else was going on at this time?</i>	To know five songs from memory, who sang or wrote them, when they were written and <i>why?</i> ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: * The style indicators of the songs (musical characteristics that give the songs their style) * The lyrics: what the songs are about * Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) * Name some of the instruments used in the songs

	<i>eg if the song gets louder in the chorus (dynamics).</i> Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. <i>When you talk try to use musical words.</i>	To identify and move to the pulse <i>with ease.</i> <i>To think about the message of songs.</i> <i>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</i> Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. <i>To talk about the musical dimensions working together in the Unit songs.</i> Talk about the music and how it makes you feel.	* The historical context of the songs. What else was going on at this time, <i>musically and historically?</i> <i>Know and talk about that fact that we each have a musical identity.</i> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, <i>using musical language to describe the music</i>
Games	Find the pulse, copy rhythms, copy pitch, gradually introducing notation. Know <i>and be able to talk about</i> how pulse, rhythm and pitch work together	Know and be able to talk about: * How pulse, rhythm, pitch, <i>tempo, dynamics, texture and structure</i> work together and how they connect in a song * How to keep the internal pulse	Know and be able to talk about: * How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song <i>or music</i> * How to keep the internal pulse

Pulse: Finding the pulse – the heartbeat of the music
 Rhythm: the long and short patterns over the pulse
 Know the difference between pulse and rhythm
 Pitch: High and low sounds that create melodies
How to keep the internal pulse
Musical Leadership: creating musical ideas for the group to copy or respond to.
 Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges in relation to the main song, using two notes:

1. Find the Pulse
2. Rhythm Copy Back: Clap and say back rhythms /
 Create your own simple rhythm patterns / lead the class using their simple rhythms
3. Pitch Copy Back Using 2 Notes
 'Listen and sing back' (no notation) / Copy back with instruments, without then with notation
4. Pitch Copy Back and Vocal Warm-ups

* Musical Leadership: creating musical ideas for the group to copy or respond to

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges in relation to the main song, using *three* notes:

1. Find the pulse
2. Rhythm copy back - rhythms based on the words of the main song, that include syncopation/off beat / by inventing rhythms for others to copy back / Lead the class by inventing rhythms for them to copy back.
3. Pitch copy back - *one-note riffs using simple and syncopated rhythm patterns / two-note riffs by ear and with notation / three-note riffs by ear and with notation.*
4. Question and answer using two / *three* different notes

* Musical Leadership: creating musical ideas for the group to copy or respond to

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges in relation to the main song, using three notes:

1. Find the pulse
2. Rhythm copy back - rhythms based on the words of the main song, that include syncopation/off beat / by inventing rhythms for others to copy back / Lead the class by inventing rhythms for them to copy back.
3. Pitch copy back - one-note riffs using simple and syncopated rhythm patterns / two-note riffs by ear and with notation / three-note riffs by ear and with notation.
4. Question and answer using two / three different notes

Singing

To know and be able to talk about:

* Singing in a group can be called a choir

* Leader or conductor: A person who the choir or group follow

* Songs can make you feel different things e.g. happy, energetic or sad

* Singing as part of an ensemble or large group is fun, but that you must listen to each other

* *Texture: How a solo singer makes a thinner texture than a large group*

* To know why you must warm up your voice

To sing in unison and in simple two-parts.

To demonstrate a good singing posture.

To follow a leader when singing.

To enjoy exploring singing solo.

To sing with awareness of being 'in tune'.

To rejoin the song if lost.

To listen to the group when singing.

To know and confidently sing five songs and their parts from memory,

and to sing them with a strong internal pulse.

To choose a song and be able to talk about:

** Its main features*

** Singing in unison, the solo, lead vocal, backing vocals or rapping*

* To know what the song is about and the meaning of the lyrics

* To know and explain the importance of warming up your voice

To sing in unison and to *sing backing vocals.*

To enjoy exploring singing solo.

To listen to the group when singing.

To demonstrate a good singing posture.

To follow a leader when singing.

To *experience rapping* and solo singing.

To listen to each other *and be aware of how you fit into the group.*

To sing with awareness of being 'in tune'

To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.

To know about the style of the songs so you can represent the feeling and context to your audience

To choose a song and be able to talk about:

* Its main features

* Singing in unison, the solo, lead vocal, backing vocals or rapping

* To know what the song is about and the meaning of the lyrics

* To know and explain the importance of warming up your voice

To sing in unison and to sing backing vocals.

To demonstrate a good singing posture.

To follow a leader when singing.

To experience rapping and solo singing.

To listen to each other and be aware of how you fit into the group.

To sing with awareness of being 'in tune'

Playing	To know and be able to talk about: * The instruments used in class (a glockenspiel, recorder or xylophone). * <i>Other instruments they might play or be played in a band or orchestra or by their friends.</i> Treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. <i>Experience leading the playing by making sure everyone plays in the playing section of the song.</i>	To know and be able to talk about: * <i>Different ways of writing music down – e.g. staff notation, symbols</i> * <i>The notes C, D, E, F, G, A, B + C on the treble stave</i> * The instruments they might play or be played in a band or orchestra or by their friends. Play a musical instrument <i>with the correct technique</i> within the context of the Unit song. <i>Select and learn</i> an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. <i>Lead a rehearsal session</i>	To know and be able to talk about: * Different ways of writing music down – e.g. staff notation, symbols * The notes C, D, E, F, G, A, B + C on the treble stave * The instruments they might play or be played in a band or orchestra or by their friends Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Lead a rehearsal session.
Improvisation	Know improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	Know improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	Know improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

To know that using one or two notes confidently is better than using five.
To know that if you improvise using the notes you are given, you cannot make a mistake.

To know that you can use some of the riffs you have heard in the Challenges in your improvisations.

Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

1. Copy Back – Listen and sing back melodic patterns/ using instruments, using two different notes.
2. Play and Improvise – Using instruments, listen and play your own answer using one or two notes.
3. Improvise! – Take it in turns to improvise using one / one or two / three notes.

Know that using one or two notes confidently is better than using five
Know that if you improvise using the notes you are given, you cannot make a mistake

Know that you can use some of the riffs you have heard in the Challenges in your improvisations

To know three well-known improvising musicians

Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

1. Play and Copy Back
Copy back using instruments. Use one / two / three notes
2. Play and Improvise You will be using up to three notes: Question and Answer using instruments. Use one note in your answer / Use two notes in your answer. *Always start on a G /*

Use three notes in your answer.
Always start on a G.

3. Improvisation! You will be using one / two / three notes. The notes will be provided on-screen.

Know that using one, two or three notes confidently is better than using five

Know that if you improvise using the notes you are given, you cannot make a mistake

Know that you can use some of the riffs *and licks* you have learnt in the Challenges in your improvisations

To know three well-known improvising musicians

Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

1. Play and Copy Back
Copy back using instruments. Use one / two / three notes.
2. Play and Improvise You will be using up to three notes: Question and Answer using instruments. Use one note in your answer / Use two notes in your answer. *Always start on a G /*

Use three notes in your answer.
Always start on a G.

3. Improvisation! You will be using one / two / three notes. The notes will be provided on-screen.

			Classroom Jazz 2 – <i>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</i>
Composition	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	• Create simple melodies using <i>up to five different notes and simple rhythms that work musically with the style of the Unit song.</i> • <i>Explain the keynote or home note and the structure of the melody.</i> • Listen to and reflect upon the developing composition and make musical decisions about <i>how the melody connects with the song.</i> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	To choose what to perform and create a programme. <i>Present a musical performance designed to capture the audience.</i> To communicate the meaning of the words and clearly articulate them.	• To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • <i>To talk about the venue and how to use it to best effect.</i>	To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect.

	To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why?	• To record the performance <i>and compare it to a previous performance.</i> • <i>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</i>	• To record the performance and compare it to a previous performance. • To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
	Year 4 – For Reference	Year 5	Year 6