

## MUSIC PROGRESSION MAP - KS2

		Y3	Y4	Y5	Y6
<b>SPRING</b>	<b>Topic</b>	<b>Westwood Country Park</b>	<b>Extreme Earth</b>	<b>The Five Rivers</b>	<b>Under the Canopy</b>
	<b>Visit</b>	<b>Local walks</b>	<b>Blue John Mine/Peak Caverns</b>	Local walks – Charlton Brook.	Botanical Gardens & Winter Gardens Sheffield
	<b>Ins person</b>	<b>Vivaldi (Four Seasons)</b>	<b>Edvard Grieg - Peer Gynt (Hall of the Mountain King)</b>	<b>Strauss – Blue Danube</b>	<b>(Tokio Myers – classical/contemporary music)</b>
	<b>END POINTS</b>	By the end of this topic I will have learnt; <ul style="list-style-type: none"> <li>✓ How to identify moods in music.</li> <li>✓ How to identify beat and pulse in music.</li> <li>✓ How to begin to compare different types of music.</li> <li>✓ How to begin to recognise differences between music of different times and cultures.</li> <li>✓ How to use ostinato to accompany.</li> <li>✓ How to read a simple musical stave.</li> <li>✓ Some basic standard musical notation: a minim is half a note (2 beats) and a crochet is a quarter note (1 beat)</li> <li>✓ How to play a tuned instrument. (Violin)</li> </ul>	By the end of this topic I will have learnt; <ul style="list-style-type: none"> <li>✓ The story of The Hall of the Mountain King, by Edvard Grieg and about the music.</li> <li>✓ How to record my own compositions using symbols.</li> <li>✓ What the following word mean: dynamics, pitch, rhythm, timbre and texture.</li> <li>✓ Some basic standard musical notation: semibreve = whole note (4 beats) and a quaver is an eighth note (half a beat)</li> <li>✓ About the meaning of a treble clef.</li> <li>✓ How to use body percussion.</li> <li>✓ How to combine sounds as part of a group.</li> </ul>	By the end of this topic I will have learnt; <ul style="list-style-type: none"> <li>✓ What a cyclic pattern is</li> <li>✓ How cyclic patterns are used for effect</li> <li>✓ What a basic gamelan melody is. (GAMELAN Rain melody)</li> <li>✓ How to read musical notation and notes within the treble clef.</li> <li>✓ How to perform whilst playing the cornet</li> </ul>	By the end of this topic I will have learnt; <ul style="list-style-type: none"> <li>✓ How to use a wide range of musical devices such as melody, rhythm, chords to develop ideas and compose music for different purposes and occasions</li> <li>✓ How to evaluate and improve my own and others’ performances</li> <li>✓ To appreciate music from different cultures: India (Bollywood), Africa.</li> <li>✓ How to use sounds from the natural world to create a piece of music for particular effect.</li> <li>✓ About the relationship between sounds within distinct musical structures and how culture and life experiences can influence music.</li> </ul>
	<b>KEY VOCAB</b>	Melody, notation, pitch, pulse, stave, timbre, ostinato, minim, crochet.	Treble clef, dynamics, pitch, rhythm, timbre, texture, harmony, semibreve, quaver	Cyclic Pattern, Improvisation, Notation, Valve, articulation	Riff, hexatonic, smorzando, octave, coda.

<p><b>KEY FACTS</b></p>	<ul style="list-style-type: none"> <li>• The oldest piece of written <b>music</b> ever found is from 408 B.C. The <b>music</b> was sung by a choir in an ancient Greek play called Orestes.</li> <li>• When a single <b>instrument</b> is played by itself it is called a solo. <b>Instruments</b> can also be played together to create yet more sounds and harmonies.</li> <li>• There are five main instrument families – strings, woodwind, bras, keyboards and percussion.</li> <li>• Ostinato is a short melodic phrase repeated throughout a composition, sometimes slightly varied or transposed to a different pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Edvard Grieg was a famous composer born in 1843.</li> <li>• Treble clef and Bass clef are used on music to show whether sounds should be high or low.</li> <li>• The texture of music is how we combine different tempos and melodies to create a composition.</li> <li>• Composers often create tension using <i>accelerando</i> (music gradually getting faster) and <i>crescendo</i> (music gradually getting louder)</li> <li>• The timbre of music is what makes a particular musical instrument have a different sound from another musical instrument or body percussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Cornets belong to the brass group of instruments</li> <li>• A cyclic pattern is a melodic or rhythmic pattern that is repeated</li> <li>• Timbre is the quality of sound, e.g. hollow, squeaky</li> <li>• Music can be used to create mood or atmosphere to either pictures or film</li> <li>• Different notes on the cornet can be achieved by blowing into the mouthpiece differently, as well as by using the valves</li> <li>• Gamelan is the name of a range of instruments, as well as the music itself</li> <li>• Articulation in music refers to how specific notes or passages are played or sung. Composers and arrangers provide articulation directions in the form of written notation, symbols placed above or below notes.</li> </ul>	<ul style="list-style-type: none"> <li>• A hexatonic musical scale contains six different tones within an octave.</li> <li>• An octave is a series of eight notes in a musical scale.</li> <li>• Coda is a musical element at the end of a song or a composition that brings the whole piece to an end Coda is Italian for "tail",</li> <li>• Modulation is a digital effect, when applied by a synthesizer chord makes the pitch fluctuate slightly.</li> <li>• A riff is a short catchy, melodic or rhythmic idea that is repeated throughout a jazz or pop song</li> <li>• Tokio Myers real name is Torville Jones. He was born in London in 1984.</li> <li>• Bollywood first began in <u>Bombay</u> (now Mumbai) in the 1930s</li> <li>• <i>Smorzando</i> is to grow slower and softer.</li> </ul>
<p><b>STATUTORY COVERAGE</b></p>	<p><b>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</b></p> <p>§ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>§ improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>§ listen with attention to detail and recall sounds with increasing aural memory</p> <p>§ use and understand staff and other musical notations</p> <p>§ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>§ develop an understanding of the history of music.</p>			

<b>KEY SKILLS</b>	<b>COMPOSING</b>	<ul style="list-style-type: none"> <li>• Can order sounds within simple structures (beginning, middle, end) to achieve an effect.</li> <li>• Can read a simple musical stave</li> <li>• Uses pitch to communicate ideas</li> <li>• Can sequence long and short sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a range of dynamics, timbre and pitch in composition</li> <li>• Understands culture in composition</li> <li>• Can create rhythmic patterns with an awareness of timbre and duration</li> <li>• Uses own signs and symbols to record composition <a href="https://www.youtube.com/watch?v=lk75qDst8wE">https://www.youtube.com/watch?v=lk75qDst8wE</a> Body percussion (Hall of the Mountain King)</li> </ul>	<ul style="list-style-type: none"> <li>• Can combine several layers of sound with awareness of combined effect</li> <li>• Understands the use of silence in composition</li> <li>• Uses chords to compose</li> <li>• Appreciates and uses harmonies to compose.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of musical devices such as melody, rhythm, chords and structures</li> <li>• Can compose music for different occasions</li> <li>• Can convey he/she intentions through composition</li> </ul>
	<b>LISTENING</b>	<ul style="list-style-type: none"> <li>• Can identify mood in music (Little April Showers - Bambi)</li> <li>• Can identify beat and pulse in music</li> <li>• Beginning to compare different kinds of music</li> <li>• Can recognise differences between music of different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise how musical elements are used by composers to create different moods and effects</li> </ul>	<ul style="list-style-type: none"> <li>• Can discern and distinguish layers of sound and understand their combined effect</li> <li>• Recognises how different musical elements are combined and used expressively in many different types of music</li> </ul>	<ul style="list-style-type: none"> <li>• Can evaluate differences in live and recorded performances</li> <li>• Can consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasions</li> </ul>
	<b>PERFORMING</b>	<ul style="list-style-type: none"> <li>• Can use ostinato to accompany</li> <li>• Can repeat short rhythmic and melodic patterns</li> <li>• Can sustain a rhythmic accompaniment</li> <li>• Can play clear notes on instruments and use them to make a range of sounds</li> <li>• Can control both short and long sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the relationship between lyrics and melody</li> <li>• Can follow instructions from symbols when singing or playing</li> <li>• Shows increasing control with instruments</li> <li>• Can show control through breathing, articulation and dynamic</li> </ul>	<ul style="list-style-type: none"> <li>• Can follow written instructions, including notation when singing or playing</li> <li>• Aware of how different parts fit together for effect</li> <li>• Can refine their own work and evaluate that of others</li> <li>• Can control the way some sounds are made, through breathing</li> </ul>	<ul style="list-style-type: none"> <li>• Can perform parts from memory and from notation with full control, confidence and competence</li> <li>• Can polish their own performances through practice and rehearsal</li> </ul>
	<b>KNOWLEDGE &amp; UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Can play a tuned instrument, with a limited range of notes (Violin)</li> <li>• Have a good understanding of tempo, rhythm and pulse</li> <li>• Have some understanding of structure and articulation</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates harmonies, drone and ostinato</li> <li>• Understands the concept of treble clef and 8 notes C, D, E, F, G, A, B, C</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify cyclic patterns – verse and chorus, coda</li> <li>• Understands how many beats in a minim, etc. and recognise their symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and uses changes in timbre, pitch and dynamic</li> <li>• Understands a range of musical elements and can apply this understanding in their work.</li> <li>• Can give examples of the musical terms <i>smorzando</i> and <i>coda</i>.</li> </ul>

<b>CURRICULAR LINKS</b>	<b>AUT</b>	Weekly whole class violin lessons Weekly Singing Music in assembly – Listening & appreciating	Weekly Singing Music in assembly – Listening & appreciating	Weekly whole class pea buzzer lessons Weekly Singing Music in assembly – Listening & appreciating	Weekly Singing Music in assembly – Listening & appreciating
	<b>SPR</b>	Topic Focus – Vivaldi – Four Seasons Weekly whole class violin lessons Weekly Singing Music in assembly – Listening & appreciating	Topic Focus – Grieg Weekly Singing Music in assembly – Listening & appreciating	Weekly whole class brass lessons Topic Focus – Sounds of a river Weekly Singing Music in assembly – Listening & appreciating	Topic Focus – Tokio Myers Weekly Singing Music in assembly – Listening & appreciating
	<b>SUM</b>	Weekly whole class violin lessons Weekly Singing Music in assembly – Listening & appreciating	Weekly Singing Music in assembly – Listening & appreciating	Weekly whole class brass lessons Weekly Singing Music in assembly – Listening & appreciating	Weekly Singing Music in assembly – Listening & appreciating