




Music DISCIPLINARY knowledge progression

Disciplinary knowledge is the knowledge which helps us to embed the substantive knowledge that we learn in Music. They are the ways in which musicians think or work. Below is an overview of these and how they progress through our curriculum here at Sholing Junior School.

overview

At Sholing Junior School our children will be able to:

Disciplines	Year 3	Year 4	Year 5	Year 6
<p>Singing</p> 	<p>Sing a variety of songs from different genres with accuracy of pitch</p> <p>Begin to work in more than one part eg: a round, a part song.</p> <p>Work on singing in tune with clear diction, breath control and tone.</p> <p>VOCABULARY: verse, chorus, ostinato, round, diction</p>	<p>Confidently sing a variety of songs from different genres with accuracy of pitch</p> <p>Maintain parts in more difficult songs/part songs</p> <p>Continue to develop singing in tune with clear diction, breath control and tone.</p> <p>VOCABULARY: verse, chorus, ostinato, round, diction</p>	<p>Sing with some understanding of expression</p> <p>Begin to sing more complex songs including simple harmony parts</p> <p>Pupils sing with confidence and some expression</p> <p>VOCABULARY: song structure (verse, chorus, bridge, intro, outro), harmony, phrase, balance, audience</p>	<p>Sing with increasing understanding of expression</p> <p>Sing more complex songs including simple harmony parts</p> <p>Pupils sing with confidence and greater expression</p> <p>VOCABULARY: song structure (verse, chorus, bridge, intro, outro), harmony, phrase, balance, audience</p>

Playing Instruments



<p>Pupils begin to perform both on their own and as part of a group, with an understanding of how their part fits with others</p> <p>Begin to understand the effect of rhythm, pitch and dynamics</p> <p>Pupils can perform from some basic notation, reading rhythms confidently</p> <p>Pupils can play using a range of tuned and untuned percussion, showing developing rhythmic and melodic control.</p> <p>Start to demonstrate correct techniques when playing melodic and rhythmic patterns.</p> <p>Pupils can read rhythm notation, with a growing awareness of pitch notation.</p> <p>VOCABULARY: Dynamics, Tempo, Pitch, Duration, Timbre, Melody, Beat and Rhythm terminology linked to word rhythms (fly, spider, caterpillar, rest) and introducing the correct terms, some Italian terms related to dynamics and tempo</p>	<p>Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others</p> <p>Understand the effect of rhythm, pitch and dynamics</p> <p>Pupils can perform from basic notation, reading rhythms confidently</p> <p>Pupils can play using a range of tuned and untuned percussion, showing good rhythmic and melodic control.</p> <p>Demonstrate correct techniques when playing melodic and rhythmic patterns with expression</p> <p>Pupils can read rhythm notation, with an increasing awareness of pitch notation.</p> <p>VOCABULARY: Dynamics, Tempo, Pitch, Duration, Timbre, Melody, Beat and Rhythm terminology linked to word rhythms (fly, spider, caterpillar, rest) and introducing the correct terms, some Italian terms related to dynamics and tempo</p>	<p>Perform a piece of music as a group, using a range of different instruments.</p> <p>Performances start to show a clear awareness of expression and balance</p> <p>Pupils can read and perform from a range of different notations.</p> <p>Begin to maintain own part where appropriate within a group performance.</p> <p>Pupils can demonstrate musical quality eg: clear starts and ends, phrases, technical accuracy.</p> <p>Pupils can read and perform from a range of different notations</p> <p>VOCABULARY: Dynamics, Tempo, Pitch, Duration, Timbre, Melody, some Italian terms linked to dynamics and tempo, rhythm names (word rhythms and standard names), score, pitch notation names, chords</p>	<p>Perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom.</p> <p>Performances show a clear awareness of expression and balance</p> <p>Pupils can read and perform from a range of different notations.</p> <p>Maintain own part where appropriate within a group performance.</p> <p>Pupils can play confidently, demonstrating musical quality eg: clear starts and ends, phrases, technical accuracy.</p> <p>Pupils can read and perform from a range of different notations</p> <p>VOCABULARY: Dynamics, Tempo, Pitch, Duration, Timbre, Melody, some Italian terms linked to dynamics and tempo, rhythm names (word rhythms and standard names), score, pitch notation names, chords</p>
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Composing and Improvising



<p>Experiment with tuned and untuned instruments, starting to improvise using rhythms and melody.</p> <p>Begin to communicate thoughts, ideas and feelings through simple musical compositions.</p> <p>Use some musical symbols and notation to record and create compositions</p> <p>Create and refine musical improvisations that use rhythms and melody</p> <p>Create simple melodic and rhythmic patterns, melodies using voice, instruments and technology</p> <p>Create layers of sound within musical structures using simple rhythmic patterns and melodies and begin to show an understanding of how sounds fit together</p> <p>VOCABULARY: Ostinato, layer, repeat, slide, jump, scale, simple structures eg: ABA, introduction, ending</p>	<p>Experiment with tuned and untuned instruments, improvising using rhythms and melody.</p> <p>Communicate thoughts, ideas and feelings through simple musical compositions.</p> <p>Use musical symbols and notation to record and create compositions</p> <p>Create and refine musical improvisations using more complex rhythms and melody</p> <p>Create melodic and rhythmic patterns, melodies using voice, instruments and technology</p> <p>Create layers of sound within musical structures using simple rhythmic patterns and melodies and showing an understanding of how sounds fit together</p> <p>VOCABULARY: Ostinato, layer, repeat, slide, jump, scale, simple structures eg: ABA, introduction, ending</p>	<p>Create melodic and rhythmic improvisations showing an awareness of different styles and genres</p> <p>Create music which starts to demonstrate an understanding of structure</p> <p>Explore, select, combine and manipulate a range of different sounds, including technological to create compositions.</p> <p>Compose rhythmic and melodic ideas within simple structures</p> <p>Use different kinds of notations to record and create</p> <p>VOCABULARY: Structure terms like ABA (Ternary), Rondo, song structure terminology (verse, chorus etc.), major, minor, chords, riff, blues scale, 12 Bar Blues, root notes, chords</p>	<p>Create and refine melodic and rhythmic improvisations showing an awareness of different styles and genres</p> <p>Create music which demonstrates an understanding of structure</p> <p>Explore, select, combine and manipulate a range of different sounds, including technological to create stylised compositions.</p> <p>Compose rhythmic and melodic ideas within clear structures</p> <p>Use different kinds of notations to record and create</p> <p>VOCABULARY: Structure terms like ABA (Ternary), Rondo, song structure terminology (verse, chorus etc.), major, minor, chords, riff, blues scale, 12 Bar Blues, root notes, chords</p>
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Listening and Responding



Listen and respond to own and others' work offering and accepting some feedback and suggestions.

Offer comments from own and others' work and ways to improve, accept some feedback and suggestions from others.

Begin to aurally identify, recognise and respond to standard and invented composition.

When listening to a range of live and recorded music from different traditions, genres, styles and times, they begin to respond eg: what sounds can they hear and why did the composer use this effect.

VOCABULARY: Elements words (tempo, dynamics, duration, pitch, timbre), Pitch notation using lines or blobs (relative pitch), What mood does the composer create? How does the music make you feel? Orchestral families and names of less familiar instruments in them. What in the music makes certain effects?

Listen and respond to own and others work offering and accepting feedback and suggestions.

Offer comments from own and others' work and ways to improve, accept feedback and suggestions from others.

Aurally identify, recognise and respond to standard and invented composition.

When listening to a range of live and recorded music from different traditions, genres, styles and times, they respond eg: what sounds can they hear and why did the composer use this effect.

VOCABULARY: Elements words (tempo, dynamics, duration, pitch, timbre), Pitch notation using lines or blobs (relative pitch), What mood does the composer create? How does the music make you feel? Orchestral families and names of less familiar instruments in them. What in the music makes certain effects?

Critique own and others' work offering some comments, eg. explaining the effects of different musical elements and opinions

Listen to a range of live and recorded music from different traditions, genres, styles and times, comparing types of music and expressing preference

VOCABULARY: Elements words, Italian terms for tempo and dynamics. What does the composer want to create and how does he/she do this?

Critique own and others' work offering specific comments, eg. explaining the effects of different musical elements and justify opinions

Listen to a range of live and recorded music from different traditions, genres, styles and times, comparing types of music and expressing preference

VOCABULARY: Elements words, Italian terms for tempo and dynamics. What does the composer want to create and how does he/she do this?