

Southbourne Junior School - Music Progression Map

The interrelated dimensions of music are embedded within the musical themes of performance, composition and appraisalment.




Notation	Rhythm/ Beat	Harmony	Dynamics	Structure	Listening and recall of sound
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Performing		
Year Group	Knowledge Children will know...	Skills Children will be able to...
3	<ul style="list-style-type: none"> - that performance is where musical ideas are presented to an audience/ listener. 	<ul style="list-style-type: none"> - perform with a vocal awareness of pitch and rhythm. - sing with enthusiasm. - show an awareness of dynamics in their singing (loud and quiet) - recall and remember short songs, sequences and patterns of sounds.
4	<ul style="list-style-type: none"> - that staff in music are 5 horizontal lines that can be used to show the pitch of a note depending on its position. - that notes have letter names (A-G) which determine their pitch. - that crotchets are worth 1 beat. They have a solid dot with a stem - - - that minims are worth 2 beats. They have a hollow circle with a stem - - - that quavers are worth 1/2 a beat. They have a solid dot with a stem and tail - - - When there is more than one, they can be joined together - . - that ta and ti accompanied by hand claps can support a performer in keeping a rhythm (Kodály method). - that dynamics can be used to show expression when performing. 	<ul style="list-style-type: none"> - follow a simple tune on a music score (Keyboard). - use their knowledge of note rhythms to maintain a clear pulse when performing on the keyboard. - layer simple rhythms to create an accompaniment. - perform confidently as an ensemble and in a solo/duet if happy to. - use dynamics to show emotion in their singing.
5	<ul style="list-style-type: none"> - that musical notation can show rhythm. - that pronunciation is where words are spoken or sung clearly. 	<ul style="list-style-type: none"> - use rhythm to create an accompaniment with reflection on the mood they wish to create. - perform own compositions to the class. - sing with clear pronunciation and an awareness of rhythm.
6	<ul style="list-style-type: none"> - know that harmony is the sound of two or more notes heard simultaneously. 	<ul style="list-style-type: none"> - maintain a clear pulse when performing showing fluency and control. - perform own compositions confidently in front of an audience. - sing a simple, two part harmony as an ensemble.

Year 3/4 Vocabulary					Year 5/6 Vocabulary			
Performance	Audience	Listener	Staff	Pitch	Pronunciation	Harmony	Mood	Pulse
Crotchet	Minim	Quaver	Beat	Dynamic				
Score	Accompaniment	Rhythm						

Composing

Year Group	Knowledge Children will know...	Skills Children will be able to...
3	<ul style="list-style-type: none"> - that notation is a series of symbols and markings that inform musicians how to perform a composition. - that beat is the steady pulse that gives a piece of music its structure, while rhythm is the way the notes are arranged and played. - that improvisation is where music is made on the spot, without rehearsing. It is a step within the composition process and is about exploring ideas without recording them on paper. - that composition is when a musical piece is recorded through notation. - that forte means loud and is shown with an <i>f</i>. - that piano means quiet and is shown in a <i>p</i>. 	<ul style="list-style-type: none"> - use a series of given symbols to record musical ideas. - create rhythmic composition with a steady beat. - adapt a known tune with personalised lyrics and basic rhythmic accompaniment. - create simple patterns to mimic known sounds. - use forte and piano within their own compositions.
4	<ul style="list-style-type: none"> - that repetition in music is where a phrase is played more than once. - that repetition can be used to create a hook or memorable motif. 	<ul style="list-style-type: none"> - compose repeating phrases with a memorable tune. - use repetition to add structure to their compositions.
5	<ul style="list-style-type: none"> - that the lines on a musical staff are EGBDF. - that the spaces on a musical staff are FACE. - that a semibreve is worth 4 beats. It has a hollow circle - - that a 1 beat rest can be shown with a squiggle - - that a motif is a recognisable musical idea that repeats throughout a piece. It captures the character/ essence of the piece. - know that harmony is the sound of two or more notes heard simultaneously. 	<ul style="list-style-type: none"> - use a musical score to note their own compositions. - use their knowledge of composition to tell a story through music. - compose a motif. - compose a song with a clear purpose. - begin to use harmonising notes in their own compositions. - use dynamic symbols learnt in year 3 and 4 within own compositions. - use dynamics to show expression in their own compositions. - use the structure of music to tell a story.

6	<ul style="list-style-type: none"> - that a 2 beat rest can be shown with a solid rectangle resting on a staff -  - that a 4 beat rest can be shown with a solid rectangle hanging from a staff -  - that staccato means notes are played suddenly/ briskly. It is shown with a dot above or below the note. - that legato is when notes are played smoothly and seem to join together. This can be shown with a curved line above or below the notes. 	<ul style="list-style-type: none"> - use a musical score to note their own compositions, developing their accuracy from year 5. - use rhythmic notation and rests in own compositions. - compose pieces that express emotions and show a clear theme. - use staccato and legato notation marks within their own composition. - use dynamic symbols learnt in year 3, 4 and 5 to show dynamic changes in their compositions.
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Year 3/4 Vocabulary				Year 5/6 Vocabulary			
Notation	Composition	Beat	Structure	Staff	Semibreve	Rest	Motif
Forte	Improvisation	Rhythm	Repetition	Harmony	Staccato	Legato	
Piano	Phrase	Tune					

Appraising		
Year Group	Knowledge Children will know...	Skills Children will be able to...
3	<ul style="list-style-type: none"> - know that a chorus is a repetition of lyrics and tune within a song. - know that a verse is a repeated tune with different lyrics. - know that an instrumental is a section of a song with only instruments. - know that a bridge is a stand-alone section with different tune a lyrics. - know that introduction is music at the beginning of the song before the singing and an outro plays to end a song. 	<ul style="list-style-type: none"> - identify the chorus, verse, instrumental, bridge, intro and outro in a song where these features are clear.
4	<ul style="list-style-type: none"> - that fortissimo means very loud and can be shown with <i>ff.</i> - that pianissimo means very quiet and can be shown with a <i>pp.</i> - that mezzo forte means medium loud and can be shown with <i>mf.</i> - that mezzo piano means medium quiet and can be shown with <i>mp.</i> - that crescendo means to get louder and can be shown with a <. 	<ul style="list-style-type: none"> - recognise dynamic terms learnt so far when listening to and appraising pieces of music. - identify well-defined musical features such as the song structure learnt in year 3 and dynamic changes.

	- that diminuendo means to get quieter and can be shown with a >.	
5	<ul style="list-style-type: none"> - that the structure of a song takes the listener on a journey. It guides the ear and can make music enjoyable. - know that lento means slowly and can be written on the music to show this. - know that andante means 'at a walking pace' and can be written on the music to show this. - know that allegro means fast and can be written on the music to show this. 	<ul style="list-style-type: none"> - reflect on a composers use of dynamics to create a desired mood. - consider the structure of songs and the impact on the listener. - reflect on the mood created by a piece of music and how dynamics and tempo have contributed to this.
6	<i>Use knowledge from year 3, 4 and 5 to support them in appraising music.</i>	<ul style="list-style-type: none"> - reflect on how different motifs can be structured to create a whole piece. - analyse the message of music and how this is reflected in the compositional choices.

Year 3/4 Vocabulary				Year 5/6 Vocabulary			
Chorus	Verse	Instrumental	Bridge	Lento	Andante	Allegro	Impact
Introduction	Outro	Fortissimo	Pianissimo	Tempo	Motif		
Mezzo Forte	Mezzo Piano	Crescendo	Diminuendo				