



Filey Junior School

Widening Horizons and Reaching Our Potential.
 Respecting the World and Each Other.
 A Happy, Healthy and Positive Learning Community

Curriculum Pillars Music		
Music Appreciation	Composition and Notation	Playing and Performing

Themes Music		
Singing	Rhythm & Pulse	Sounds, Scales and Melody
Electronic Sequencing	Untuned Percussion	Tuned Percussion

Pillars Progression Music			
Music Appreciation			
Year 3	Year 4	Year 5	Year 6
Can express a preference for different styles and genres of music Can give simple reasons for why they like or dislike a piece.	Can express a preference for different styles and genres of music and make some direct comparisons between two pieces Can give reasons for why they like or dislike a piece and begin to draw on	Can draw on their experience of music in order to express opinions and compare different pieces and styles Can make a suggestion as to what a piece of music may be about or be looking to achieve	Can describe in some detail their opinions regarding a piece of music making comparisons to other pieces, composers or styles they have experienced. Can express a valid opinion on what the intention may

	elements of the music in doing so.	Can identify some instruments and parts of a piece of music	have been of the person writing the piece Can identify and discuss components of the piece (instruments, rhythm, melody etc.)
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Composition and Notation

Year 3	Year 4	Year 5	Year 6
<p>Create a short composition alone or with a small group using a small range of given notes.</p> <p>Play instruments in different ways and create sound effects.</p> <p>Structure musical ideas (e.g. using echo or call and response phrases) to create music that has a beginning, middle and end.</p>	<p>Improvise on a limited range of pitches on a selection of different instruments</p> <p>Combine percussion and tuned instruments to create a short composition</p> <p>Is able to follow and play simple notation with accuracy</p>	<p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p>	<p>Pupils should extend their improvisation skills through working in small groups to create music with multiple sections (percussion, melody etc.) that include repetition and contrast (verse & chorus)</p> <p>Pupils can notate their composition using a range of formal and informal methods.</p>

Playing and Performing

Year 3	Year 4	Year 5	Year 6
<p>Perform using a range of volumes, pitches and actions confidently</p>	<p>Perform with an increasing degree of accuracy</p> <p>Perform music in pairs and</p>	<p>Perform melodies following notation</p> <p>Perform and Improvise simple</p>	<p>Perform melodies following staff notation.</p> <p>Perform independently</p>

Perform long and short sounds in response to symbols.	make improvements.	tunes based on the pentatonic scale.	Perform a range of songs for an audience (eg in school assemblies, school performance opportunities and to a wider audience.)
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Theme Progression Music			
Singing			
Year 3	Year 4	Year 5	Year 6
Sing with some expression following a melody	Sing with confidence and a wider vocal range	Sing with awareness of tempo and dynamics	Sing confidently as a class, small group and alone
Follow pitch movements using high, low and middle notes. Perform forte and piano, loud and soft.	Sing accurately, following directions for getting louder (crescendo) and quieter (decrescendo)	Singing with control of breathing, posture and sound projection	Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Perform actions confidently and in time to a range of action songs.	Awareness of pulse and control of rhythm	Sing three-part rounds, partner songs and songs with a verse and a chorus.	Identify phrases through breathing in appropriate places.
Rhythm and Pulse			
Year 3	Year 4	Year 5	Year 6
Identify the pulse in a piece of music.	Copy a rhythmic pattern in a 'call and respond'	Identify repeated patterns used in a variety of music. (Ostinato).	Create a variety of different rhythms based around a steady pulse
Repeat a simple rhythm in time to a steady pulse	Perform a repeated rhythm to a steady pulse.	Identify different speeds of pulse (tempo) by clapping	Create and copy rhythms as part of a 'Call and Response'

		and moving.	group
Accompany a chant or song by clapping or playing the pulse or rhythm.	Create a simple rhythm to a steady pulse	Improvise rhythmic patterns.	Play a complementary rhythm to another performer whilst working as a pair or small group

Sounds, Scales and Melody

Year 3	Year 4	Year 5	Year 6
Explore different sound sources for a given effect	Change sounds to reflect different stimuli.	Explore and perform different types of accompaniment.	Play accompaniments with control and accuracy.
Make sounds and recognise how they can give a message.	Understand that some notes fit together well and are called a scale	Explore different melodic patterns using notes in a scale.	Create different effects using combinations of pitched sounds.
Create and choose sounds in response to a given stimulus. (Emotion)	Analyse and comment on how sounds are used to create different moods.	Recognise and explore different combinations of pitch sounds.	
Identify how sounds can be changed (higher/lower, long/short etc.)	Use a limited range of notes in a scale	Identify notes in the pentatonic scale	Begin to use major and minor scales

Electronic Sequencing

Year 3	Year 4	Year 5	Year 6
Use a range of electronic devices/apps to make sounds	Use a range of electronic devices/apps to make simple melodies/rhythms	Use electronic instrument software to create editable patterns for rhythm and melody	Use electronic software to create a range of patterns for rhythm and melody that repeat and build to create a finished piece
Record a simple sequence of notes/sounds	Record, play and edit sounds and melodies	Use recording and sequencing software to record longer pieces of music/soundscapes	Use recording and sequencing software to record longer pieces of music/soundscapes

Make simple changes to recorded sounds using audio editing	Use audio editing to create desired effects, repetition, changes in pitch etc.	Use audio editing to create a range of different effects and record performance	Use audio editing software to record and combine different sounds, melodies, voices etc. to create music and soundscapes
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Untuned Percussion

Year 3	Year 4	Year 5	Year 6
Know the names of a range of untuned percussion	Know the names and describe the sounds of different untuned percussion	Select from a range of untuned percussion for a given purpose and describe their use.	Play untuned percussion with increasing skill and control.
Have an understanding for how different untuned percussion instruments are played (with hand, stick, beater etc.)	Play a range of different sounds using the same untuned percussion instrument by striking/playing with different techniques (eg. Djembe: Bass, Tone, Slap)	Play untuned percussion instruments with control and good techniques to produce a range of sounds, volumes and pitches	Demonstrate an understanding of how different instruments are played to produce a range of effects.
Use a variety of untuned percussion to create your own rhythms - fast, slow, loud, quiet etc.	Follow and repeat a simple rhythmic pattern keeping time with the pulse.	Call and respond to a range of rhythms.	Play increasingly complex patterns including playing complementary rhythms with others
		Create own rhythms, patterns and sequences using untuned percussion	Work within a pair or a small group to create own rhythms that are played as a performance

Tuned Percussion

Year 3	Year 4	Year 5	Year 6
Know the names of a range of tuned percussion	Know the names and describe the sounds of different tuned percussion	Select from a range of tuned percussion for a given purpose and describe their	

		use and why they were selected	
Have an understanding for how different tuned percussion instruments are played (with hand, stick, beater etc.)	Play a range of different sounds using the same tuned percussion instrument by striking/playing with different techniques (eg. shaking vs striking a handbell)	Play tuned percussion instruments with control and good techniques to produce a range of sounds, volumes and pitches	Play tuned percussion with increasing skill and control. Use scales and notation to create own melodies
Use a variety of tuned percussion to create a simple melody using loud and quiet	Follow and repeat a simple melody keeping time with the pulse and using upto 3 notes	Call and respond to a range of rhythms and melodies.	Play increasingly complex patterns and melodies including playing alongside others
		Create own melodies, patterns and sequences using tuned percussion	Work within a pair or a small group to create own rhythms and melodies that are played as a performance

Pillars Progression
Music

- Technical**
- Competence in controlling sound (instrumental, vocal or with music technology)
 - Use of a communication system, such as staff notation or guitar tab
 - Knowledge of the musical elements/interrelated dimensions of music
 - Knowledge of the components of composition
 - Musical quality
 - Musical creativity
 - Knowledge of musical meaning across the world and time

Year 3	Year 4	Year 5	Year 6
<p>Can produce a 'clean' sound on a number of instruments (ukulele, drum, chime bar etc)</p> <p>Has a basic understanding of simple, none standard, notation (numbers, colours etc)</p>	<p>Can produce different pitches, volumes and sounds on a range of instruments and understands how to control these.</p> <p>Is able to follow and play simple notation with accuracy</p>	<p>Can combine notes and sounds to create chords.</p> <p>Can move between notes and chords with some control and fluency</p> <p>Is able to follow a range of notations and has a growing awareness of rhythms</p>	<p>Is able to name and play notes in a scale and major and minor chords</p> <p>Moves with fluency and control between chords and notes</p> <p>Can follow a notation or tab to play a piece of music</p>

Constructive

Year 3	Year 4	Year 5	Year 6
<p>Has an understanding of different elements of music: Pitch & Tempo</p> <p>Can identify different elements of a composition: Pulse, rhythm, melody</p> <p>Can identify a limited range of musical styles (pop, rock, classical)</p>	<p>Has an understanding of different elements of music: Pitch & Tempo, Dynamics and Timbre</p> <p>Can identify different elements of a composition: Pulse, rhythm, melody, bass, vocals, verse and chorus</p> <p>Can identify a range of musical styles (pop, rock, classical, electronic reggae)</p>	<p>Has an understanding of different elements of music: Pitch & Tempo, Dynamics & Timbre, Texture & Structure</p> <p>Can use different elements of composition in their own work, including harmony</p> <p>Can identify a wide range of musical styles and is able to identify the work of several composers (Mozart, Ba</p>	

Expressive

Year 3

Year 4

Year 5

Year 6

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