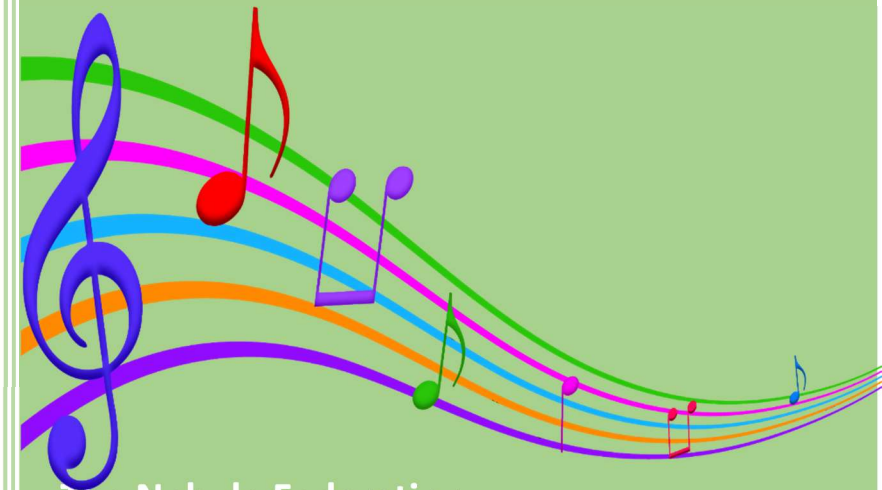


Curriculum Skills and Progression Map

Music



Nebula
where stars are born



The Nebula Federation

White Woman Lane School

H Couzens (Music Subject Leader)

Music has the ability to improve confidence and resilience through practise and performance. It promotes the discussion of feelings and hopes for the future, as well as deepening our understanding of the past. Most importantly, music is accessible to all. Whether it creates masterful songwriters or provides a space for reflection, pupils gain wondrous benefits.

Music has always been one of the most significant examples of human expression. It has the power to connect people from all walks of life as well as convey a multitude of emotions. By studying music pupils are therefore able to empathise with others, to choose kindness, as they interact with the world. It is a crucial part of life that we, at White Woman Lane, believe upholds our school values: courage, wisdom, vision, kindness and hope.

Skills Map – Music		
Year 3 – Music		
Performing	Composing	Appraising

<ul style="list-style-type: none"> Do they sing songs from memory with increasing expression, accuracy and fluency? Do they maintain a simple part within an ensemble? Do they modulate and control their voice when singing and pronounce the words clearly? Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? Can they improvise (including call and response) within a group using the voice? Can they collaborate to create a piece of music? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> Describe music using appropriate vocabulary Begin to compare different kinds of music Recognise differences between music of different times and cultures 	<ul style="list-style-type: none"> Can they create repeated patterns using a range instruments? Can they create accompaniments for melodies? Can they combine different sounds to create a specific mood or feeling? Do they understand how the use of tempo can provide contrast within a piece of music? Can they begin to read and write musical notation? Can they effectively choose, order, combine and control sounds to create different textures? Can they use silent beats for effect (rests)? Can they combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition? 	<ul style="list-style-type: none"> Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? Can they evaluate and improve their work, explaining how it has improved using a success criterion? Can they recognise the work of at least one famous composer? Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? Are they able to recognise a range of instruments by ear? Can they internalise the pulse in a piece of music? Can they recognise the symbol for crotchet and crotchet rests? Do they know that high on the staff means a higher pitch? Can they identify the features within a piece of music?
Year 3 - Greater Depth		
<ul style="list-style-type: none"> Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> Can they compose a simple piece of music that they can recall to use again? Do they understand metre in 4 beats; then 3 beats? 	<ul style="list-style-type: none"> Can they recognise changes in sounds that move incrementally and more dramatically? Can they compare repetition, contrast and variation within a piece of music?
Skills Map – Music		
Year 4 – Music		
Performing	Composing	Appraising

<ul style="list-style-type: none"> • Can they perform a simple part of an ensemble rhythmically? • Can they sing songs from memory with increasing expression, accuracy and fluency? • Can they improvise using repeated patterns with increasing accuracy and fluency? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Describe what they hear using a wider range of musical vocabulary • Recognise how musical elements are used by composers to create different moods and effects • Understand the cultural and social meaning of lyrics • Appreciate harmonies, drone and ostinato • Explore ways the way in which sounds are combined towards certain effects • Understand the relationship between lyrics and melody 	<ul style="list-style-type: none"> • Can they use notations to record and interpret sequences of pitches? • Can they use standard notation? • Can they use notations to record compositions in a small group or on their own? • Can they use notation in a performance? 	<ul style="list-style-type: none"> • Can they explain why silence is used in a piece of music and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of established composers (e.g. Beethoven, Mozart, Elgar etc.)? • Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?
Year 4 - Greater Depth		
<ul style="list-style-type: none"> • Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> • Can they explore and use sets of pitches, e.g. 4 or 5 note scales? • Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> • Can they identify how a change in timbre can change the effect of a piece of music?

Skills Map – Music		
Year 5 – Music		
Performing	Composing	Appraising

<ul style="list-style-type: none"> • Can they sing and use their understanding of meaning to add expression? • Can they perform ‘by ear’ and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? • Can they maintain their part whilst others are performing their part? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary • Analyse and compare features from a wide range of music • Discern and distinguish layers of sound and understand their combined effect 	<ul style="list-style-type: none"> • Can they use technology to change sounds or organise them differently to change the effect? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? • Can they use technology to compose music which meets a specific criterion? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Identify cyclic patterns – verse and chorus, coda • Recognise how different musical elements are combined and used expressively in many different types of music 	<ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they suggest improvements to their own or others’ work? • Can they choose the most appropriate tempo for a piece of music? • Can they identify and begin to evaluate the features within different pieces of music? • Can they contrast the work of established composers and show preferences?
Year 5 - Greater Depth		
<ul style="list-style-type: none"> • Can they use pitches simultaneously to produce harmony by building up simple chords? • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> • Do they understand the relation between pulse and syncopated patterns? • Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> • Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

Skills Map – Music		
Year 6 – Music		
Performing	Composing	Appraising

<ul style="list-style-type: none"> • Can they sing a harmony part confidently and accurately? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? • Can they perform parts from memory? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Evaluate differences in live and recorded performances • Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion 	<ul style="list-style-type: none"> • Do they recognise that different forms of notation serve different purposes? • Can they use technology to support their notation? • Can they combine groups of beats? • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) 	<ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? • Can they analyse features within different pieces of music?
Year 6 - Greater Depth		
<ul style="list-style-type: none"> • Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? 	<ul style="list-style-type: none"> • Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines? 	<ul style="list-style-type: none"> • Can they appraise the introductions, interludes and endings for songs and compositions they have created?

YEAR GROUP	Autumn Term		Spring Term	Summer Term
Year 3	Charanga Model Music Curriculum: *Writing Down Music	L/S Perfor- mance	English National Opera Finish This... (ensemble and composition work)	Charanga Model Music Curriculum: Playing in a Band
Year 4	Charanga Model Music Curriculum: *Musical Structures	L/S Perfor- mance	Charanga Model Music Curriculum: * Explore Feelings When You Play	Charanga Model Music Curriculum: • Compose with your Friends * The Show Must Go On!
Year 5	Charanga Model Music Curriculum: *Melody and Harmony in Music		Charanga Model Music Curriculum: Sing and Play in Different Styles	Charanga Model Music Curriculum: Composing and Chords
	Samba			U/S Performance/ Music History
Year 6	English National Opera Finish This...		Charanga Model Music Curriculum: Music Technology	Charanga Model Music Curriculum: Developing Ensemble Skills
				U/S Performance/ Music History

Summary of skills covered:

Prior Knowledge at Key Stage 1:

Use voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 3:

Music appreciation, singing in unison & simple rounds, use of instruments to create suitable effects. *Keyboard skills:* simple 5 finger scales and notation of R/H melodies involving crotchet and minim note values.

Year 4:

Music appreciation, singing in unison and exploring harmony, combining instruments to create a desired mood/effect, use of the spoken voice as an instrument. *Keyboard skills:* Fingering skills, building on R/H work and stave notation awareness, widening note value awareness too.

Year 5:

Music appreciation (beginning to use music vocab to explain ideas), group instrument work to create musical compositions (plus to compose them through images), use of the spoken voice as an instrument with rap. *Keyboard skills:* Bringing in use of the L/H to provide chordal accompaniment to the R/H melody & Writing simple notation.

Year 6:

Music appreciation (embedded use of musical vocab), use of technology to create musical compositions and sound effects. *Keyboard Skills:* Use of both L and R hand for performance. Reading of notation on the stave and some writing too.

PLEASE NOTE:

Both **Lower and Upper-School productions** cover singing objectives (in both unison group singing, solo singing for the gifted and also part/harmony singing for choirs to experience)

Weekly singing assemblies also help to cover further the teaching of the history of music objective (i.e. songs from different epochs and the stories behind them) plus music vocab awareness as we learn *how* the song should be sung (musical terms used such as staccato, legato, crescendo, diminuendo, lento, coda, bridge, rallentando). Part singing and opportunities to explore harmony and texture are taught here, too.

Young Voices take t singers and explore harmonic part-singing, music from various cultures and countries, and also extend their sense of rhythm with the use of dance. The children also learn signing in assemblies.

Key Musical Vocabulary used throughout the school:

Rhythm, duration, pitch, tempo, pulse, beat, timbre, texture, melody, structure, harmony, staccato, legato, rallentando, bridge, ostinato (melodic and rhythmic), chorus, round, layers, dynamics, coda, crescendo, diminuendo, lento.

Also the instrument groups: percussion, brass, strings, woodwind, plus the scientific vocabulary of membranophones, chordophones, idiophones and aerophones.

Cross-curricular links:

ICT (composing & editing), Geography (music for landscapes/settings), History (music genres through the centuries and events that have inspired things), Science (linking space to music), MFL (learning to use other languages in the form of song)

HC (WWLS September 2024)