

**Objectives:**

1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
2. improvise and compose music for a range of purposes using the inter-related dimensions of music
3. listen with attention to detail and recall sounds with increasing aural memory
4. use and understand staff and other musical notations
5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
6. develop an understanding of the history of music.

Play and Perform		Improvise and compose music		Listen with attention to detail and recall sounds.		Use and understand staff and other musical notation.		Appreciate and understand a wide range of live and recorded music.		Develop an understanding of the history of music.	
Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
<p>Sing songs in a range of styles - including canons &amp; partner songs - in tune with enjoyment and expression.</p> <p>Adopt good posture, articulate words and control breathing</p> <p>Sing in unison with others and solo</p> <p>Play back short melodies or rhythms with others and to accompany songs</p>	<p>Sing songs with increasing pitch range - including simple two part harmonies &amp; partner songs</p> <p>Sing in unison with others and solo with expression</p> <p>Adopt good postures, sing with clear diction, accurate tuning and breath control.</p> <p>Play back short melodies or rhythms with others and to accompany songs expressively</p>	<p>Improvise short rhythms and 3 note melodies</p> <p>Compose music that combines musical elements.</p> <p>Carefully choose and order sounds to achieve an effect.</p> <p>Create short rhythmic and melodic patterns.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>Improvise short rhythms and 5 note melodies</p> <p>Develop awareness of the effect of layers of sound.</p> <p>Compose music that combines several layers of sound.</p> <p>Compose and perform melodies and songs.</p> <p>Use a range of sounds to create abstract effects.</p> <p>Accompany songs and learn to play short pieces from memory</p>	<p>Respond to music by drawing shapes or lines to represent pitch or sounds heard.</p> <p>Begin to pick out repeated motifs and details in dynamics or timbre.</p> <p>Describe music using words such as duration, pitch, tempo and timbre.</p> <p>Copy and play back short rhythms or melodies</p>	<p>Respond to music by drawing symbols, lines or shapes to represent pitch, sounds and dynamics heard.</p> <p>Describe music using words such as duration, pitch, tempo and timbre.</p> <p>Begin to recognise the accented beat</p> <p>Copy and play back short rhythms or melodies</p>	<p>Follow the shape of the melody when singing</p> <p>Learn the position of a, b and g on the staff</p> <p>Recognise symbols on sheet music that aren't musical notes and learn about them</p> <p>Use own symbols and shapes to represent sounds and notes</p> <p>Know the symbol for a rest in music, and use silence for effect</p> <p>Recognise crotchets, quavers and minims and know how long to play them for</p>	<p>Follow the shape of the melody when singing or playing</p> <p>Use staff and graphic notation – using symbols developed in yr 3 - when composing work.</p> <p>Identify symbols on sheet music that aren't musical notes</p> <p>Understand crotchets, quavers and minims Recognise semibreves</p>	<p>Begin to recognise and identify instruments heard.</p> <p>Express preferences using appropriate terminology</p> <p>Recognise how musical elements can be used together to compose music.</p> <p>Listen to and appraise a range of music</p>	<p>Begin to recognise and identify instruments, numbers of instruments and voices heard.</p> <p>Compare music and express individual tastes in music.</p> <p>Begin to understand how musical elements can be used together to compose music.</p> <p>Listen to and appraise a range of music from the same genre or period</p> <p>Describe the structure of music using musical terms</p>	<p>Listen to a range of music.</p> <p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Understand that the sense of occasion affects the composition and performance</p> <p>Identify similarities between different pieces</p>	<p>Listen to a wide range of music.</p> <p>Understand that the sense of occasion affects the performance.</p> <p>Understand cultural and traditional reasons why the music is the way it is</p> <p>Distinguish between music from different genres, parts of the world or periods of history</p> <p>Pick out distinctive features of music heard and make comparisons with other pieces</p>

**How we achieve these**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme:</b> Inspirational People	<b>Theme:</b> Stone Age	<b>Theme:</b> Journeys	<b>Theme:</b> Lake District	<b>Theme:</b> Race to the moon	<b>Theme:</b> Mighty Metals
NC Reference: 1, 4, 5, 6	NC Reference: 2, 3, 5, 6	NC Reference: 1, 4, 5, 6	NC Reference: 1, 2, 3, 4, 5, 6	NC Reference: 2, 3, 5, 6	NC Reference: 2, 3, 5, 6
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li># Sing songs from memory; sing some lines solo</li> <li># Use good posture, articulation and controlled breathing</li> <li># Understand the difference between tempo, rhythm and pulse</li> <li># Maintain a steady pulse</li> <li># Read and clap back short rhythms</li> <li># Learn correct finger positions for b, a and g on the recorder and correct playing techniques</li> <li># Play short tunes with control and some accuracy</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li># Refine and perform songs and short pieces with two parts</li> <li># Sing canons keeping own part in time with other parts</li> <li># Maintain a steady pulse and combine with simple rhythms</li> <li># Read and clap back short rhythms – JSTS symbols – cat, monkey, nap, armadillo</li> <li># Begin to control breathing across phrases</li> <li># Refine learning of b, a and g</li> <li># Compose own short melody with three notes</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li># Sing songs with verse, chorus structure</li> <li># Add new verses to these songs</li> <li># Begin to relate symbols on sheet music to songs being learned</li> <li># Maintain a steady pulse in groups of four or three beats</li> <li># Perform simple rhythms/tunes from memory</li> <li># Play the forbidden rhythm game</li> <li># Play call and response games with instruments</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li># Refine and perform songs and short pieces with two parts</li> <li># Maintain a steady pulse in groups of four or three beats</li> <li># Choose and combine sounds for intended effect</li> <li># Identify similar and contrasting sounds</li> <li># Use graphic scores to represent compositions with layers of sound</li> <li># Control dynamics</li> <li># Begin to recognise symbols on sheet music that</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li># Show good posture, breathing and singing in tune</li> <li># Refine and perform songs with verse, chorus structure</li> <li># Build repertoire of learned pieces in singing and playing</li> <li># Maintain a steady pulse in groups of four or three beats</li> <li># Play simple accompaniments to songs on instruments</li> <li># Play solo and in a group within whole class work</li> <li># Recognise symbols on sheet music that aren't part of the song: crescendo, diminuendo, forte and piano and use these to structure the song for performance</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li># Rehearse, refine and arrange accompaniments for learned and favourite songs from this year for performing</li> <li># Maintain a steady pulse in groups of four or three beats</li> <li># Choose and combine metallic sounds for intended effect</li> <li># Control dynamics</li> <li># Use graphic scores to represent compositions with layers of sound</li> <li># Identify purpose of symbols on sheet music that aren't part of the song: crescendo, diminuendo, forte and piano and use these to structure the song for performance</li> </ul>

# LKS2 Music Progression



# Listen to and appraise music composed for films linked to topic	# Recognise rhythmic patterns and non-rhythmic patterns  # Listen to music that creates an effect; compare with pieces from Autumn A	# Use JSTS rhythm symbols and create own graphics to represent their work  # Listen to music composed for films linked to topic – compare with music heard in Autumn A	aren't part of the song; develop understanding of crescendo, diminuendo, forte and piano  # Listen to traditional songs from around the UK; begin to recognise different styles and purposes  # Listen to traditional songs with three and four beats	help to structure the song for performance  # Listen to music composed for films linked to topic – compare with music heard in Autumn A and Spring A	
<b>Vocabulary:</b> tempo, pulse, rhythm, dynamics crotchet, quaver T - timbre, tongue	<b>Vocabulary:</b> As Autumn A plus - JSTS: cat, monkey, nap, armadillo, minim two tone wood block (tic toc)	<b>Vocabulary:</b> As before plus tense, calm, improvise T – texture, interlude	<b>Vocabulary:</b> As before plus – texture, instrument names: chime bars, clatterpillar, slit drum T – forte, piano, crescendo, diminuendo	<b>Vocabulary:</b> As before plus - Repeat, accompaniment, backing forte, piano, crescendo, diminuendo	<b>Vocabulary:</b> Consolidate previous vocabulary especially instrument names and musical values (e.g. crotchet)

### Vocabulary from years 1 and 2, which should continue to be used in music lessons

<b>Vocabulary:</b> Loud, quiet, fast, slow, long, short, stop, start, pop, whoosh, trring, lyric, verse, chorus Instrument names: drum, triangle, wood block, hit, scrape, shake, rattle, smooth, jerky, scratchy, sliding up, sliding down	<b>Vocabulary:</b> Hum, chant, whisper, chorus, Shorter, longer, sustained, staccato canon (round)	<b>Vocabulary:</b> As Autumn plus - fast, slow pulse, rhythm, JSTS: cat, monkey, nap, tulip block, beater	<b>Vocabulary:</b> As before plus - high, low, going up, going down Instrument names: chime bars, xylophone,	<b>Vocabulary:</b> As before plus – Beginning, ending Instrument names guiro, boomwhacker, tambourine, shaker and glockenspiel	<b>Vocabulary:</b> As before plus – getting louder, getting quieter, getting slower, getting faster, graphic score, agogo, metallophone
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### Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme:</b> Rainforest	<b>Theme:</b> Myths/creatures Christmas Production	<b>Theme:</b> Egyptians	<b>Theme:</b> Chocolate	<b>Theme:</b> Europe: countries	<b>Theme:</b> Romans
<b>NC Reference:</b> 1, 2, 3, 4, 5, 6,	<b>NC Reference:</b> 1	<b>NC Reference:</b> 1, 2, 3, 4, 5,	<b>NC Reference:</b> 1, 2, 4,	<b>NC Reference:</b> 1, 2, 3, 4, 5, 6,	<b>NC Reference:</b> 1, 4,
<b>Skills:</b> <b>RECORDERS</b>  # Maintain a steady pulse with an accented beat in 4s  # Copy, improvise and compose rhythms in 4s  # Use known symbols for crescendo, diminuendo, forte and piano to add dynamics and timbre  # Use JSTS rhythm symbols – as previous yr groups plus anteaater and create own graphics to represent their work  # Play a simple drone combining two notes on the beat to accompany known songs	<b>Skills:</b> <b>RECORDERS</b>  # Maintain a steady pulse with an accented beat in 4s  # Copy, improvise and compose rhythms in 4s  # Use known symbols for crescendo, diminuendo, forte and piano to add dynamics and timbre  # Use JSTS rhythm symbols – as previous yr groups plus anteaater and create own graphics to represent their work  # Play a simple drone combining two notes on the beat to accompany known songs 6	<b>Skills:</b> # Sing a range of songs including canons and two part songs maintaining own parts in time with others  # Maintain a steady pulse with an accented beat in 3s or 4s  # Copy, improvise and compose rhythms in 3s and 4s  # Play a simple drone combining two notes on the beat to accompany known songs  # Improvise short rhythms or tunes over an ostinato  # Use JSTS rhythm symbols – as previous yr groups plus anteaater and create own graphics to represent their work	<b>Skills:</b> # Sing a range of songs including canons and two part songs maintaining own parts in time with others  # Create and sing a simple ostinato with known songs  # Maintain a steady pulse with an accented beat in 3s combined with 4s in unison  # Create graphic scores for compositions  # Identify the beginning, middle and ending phrases Improvise  # Compose and improve to reach intended effect  # Begin to recognise more symbols on sheet music that aren't part of the song; develop understanding of bars, bar lines and time signature	<b>Skills:</b> # Sing folk songs or traditional songs from different parts of the world  # Play or sing a simple ostinato with known songs  # Maintain a steady pulse combined with an accented beat and simple rhythm in 4s  # Listen to folk music from different parts of the world...identify things that are the same and things that are different.  # Identify cultural influences – identify what makes the music the way it is.  # Contrast folk with samba music – identify similarities and differences  # Recognise more symbols on sheet music that aren't part of the song; develop understanding of bars, bar lines and time signature	<b>Skills:</b> # Rehearse, refine and arrange accompaniments for new songs and popular songs from this year for performing  # Maintain a steady pulse combined with an accented beat and simple rhythm in 3s or 4s  # Identify song structure ABA or ABC etc  # Create own short songs following an ABA structure  # Identify bars, bar lines and time signature on sheet music
<b>Vocabulary:</b> rhythm Pulse Tempo Beats Solo recorder	<b>Vocabulary:</b> Rhythm Tempo Pulse Beats Solo repeat	<b>Vocabulary:</b> Drone Time signature Tabla Cabasa Unison Solo Tempo Pulse Repeat rhythm	<b>Vocabulary:</b> Rhythm Tempo Pulse Beats Solo Unison Repeat Bar line Time signature	<b>Vocabulary:</b> Rhythm Tempo Pulse Beats Solo Unison Repeat	<b>Vocabulary:</b> Rhythm Tempo Pulse Beats Solo Unison Repeat Structure Intro outro