

Paulton Junior School Music curriculum – Progression of skills and knowledge				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To Play and Perform				
Sing songs in unison and two parts	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo , unison and in parts with clear diction, controlled pitch and with sense of phrase.
To play tuned and untuned instruments with control and accuracy	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
To practise, rehearse and present performances with an awareness of the audience	To think about others while performing.		To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.
To Create and Compose				
Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
To Respond, Review and Appraise				
Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language	To explore and comment on the ways sounds can be used expressively.	To explore and comment on the ways sounds can be used expressively and consider the ways that these sounds can be combined.	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
To reflect on and improve own and others work in relation to its intended effect.	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of my own work, identifying and making improvements based on its intended outcome.	To comment on the success of my own and others work , suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

To Listen and Apply musical knowledge and understanding				
To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds with confidence.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.
N.b. The skills identified in bold show the specific skills that have been added for each year group (progression).				

***Inter-related dimensions of music (dynamics):**

- **PULSE:** the steady beat of a piece of a piece of music
- **PITCH:** the melody and the way the notes change from low to high and vice versa.
- **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music.
- **DYNAMICS:** Loud and soft.
- **TEMPO:** Fast and slow
- **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments).
- **TEXTURE:** Layers of sound (number of instruments or voices playing together).
- **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Djembe drumming	Djembe drumming Christmas celebration rehearsals and performance	Djembe drumming	Djembe drumming	Djembe drumming	Djembe drumming End of year drumming concert
Termly focus	Singing	Playing and following music	Singing and vocal composition	Playing and musical composition**	Notation and vocabulary**	Performance**
Year 4	Charanga Mamma Mia (Genre: Pop)	Charanga MMC (Autumn 2) Step1&2 -Looking in the mirror Step 5 -Scarborough Fair Christmas celebration rehearsals and performance	Charanga Stop! (Genre: Rap) Or Charanga MMC Spring 1 – Composing with friends <i>Bringing us together</i>	Charanga Blackbird (Genre: p)	Ukulele (WEMA) THE CHORDS C F, C7 and G BEGINNER SONGS: • The Lime and The Coconut • Clementine • Lean on Me • Twist and Shout/ La Bamba • Go Lassie Go/ Still haven't Found What I'm Looking For	Ukulele (WEMA) The 4 chord trick, C G Am & F, Rhythmic strumming- reading and playing crotchets and quavers (tea, coffee etc) • Jingle Bells, • Feliz Navidad, • Last Christmas. Christmas celebration rehearsals and performance
Termly focus	Singing	Playing and following music	Singing and vocal composition	Playing and musical composition**	Notation and vocabulary**	Performance**
Year 5	Ukulele (WEMA) More songs using the 4 chord trick and introducing the D chord More 4 chord songs: • Someone Like You • Knockin on Heavens Door • Perfect	Ukulele (WEMA) Composition... Writing our own songs Composition... Writing our own songs	Charanga Livin' on a Prayer (Genre: Rock)	Charanga Fresh Prince of Bel-Air (Genre: Rap)	Charanga MMC Enjoying Musical Styles (Spring 2)	Charanga MMC Battle of the Bands (Summer 2)
Termly focus	Singing	Playing and following music	Playing and musical composition**	Singing and vocal composition **	Notation and vocabulary**	Performance**
Year 6	Charanga MMC Music and technology (Autumn 1)	Charanga MMC Let's Rock (spring 2) Step 1 & 2 Christmas celebration rehearsals and performance	Ukulele (WEMA) More 7th and minor chords! MORE ADVANCED POP AND ROCK SONGS: • Country Roads • Fast Car • Sweet Home Alabama • Sweet Child O Mine	Ukulele (WEMA) Reflect Rewind and Replay World music, jazz and blues: • Aloha Ohe • Riptide • Budapest • The 12 Bar Blues	Charanga MMC Improvising with Confidence (Summer 1)	Musical Production
Termly focus	Singing	Playing and following music	Singing and vocal composition **	Playing and musical composition**	Notation and vocabulary**	Performance**

** denotes a curriculum area under development

Ukulele Progression	Year 4 Term 5&6	Year 5 Term 1&2	Year 6 Term 3&4
Chords	C C7 F G Am	C F G Am D	C F G Am D
Rhythms	Single strum	Up and down	Introducing syncopated rhythms and melodies
Arrangements	Short songs (Verse/chorus)	Longer songs (Verse/chorus x2)	Arrangements with separate parts Bass, rhythm, melody
Notation	Chord names along-side words	Chord names along-side words (introducing staff)	Follow a melody with staff notation
Songs covered	To be updated		