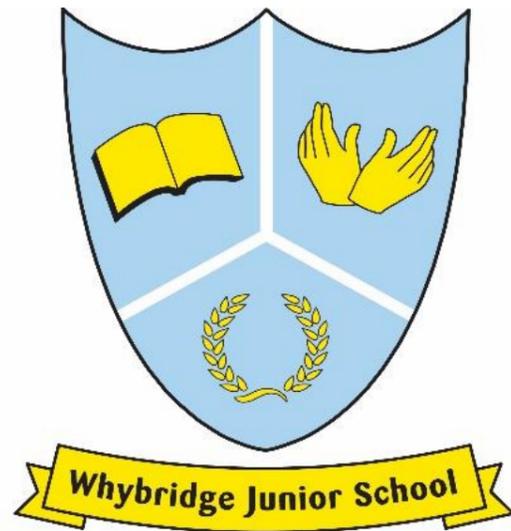


Whybridge Junior School



Music Curriculum Progression and Overview

MUSIC LONG TERM MAP

	Autumn	Spring	Summer
Year 3	<p style="text-align: center;">Glockenspiel stage 1 R&B: Let your spirit fly</p>	<p style="text-align: center;">Reggae: Three little birds Pop/Moral: Dragon Song</p>	<p style="text-align: center;">Disco: Bring us together Reflect, Rewind and Replay</p>
Year 4	<p style="text-align: center;">Glockenspiel stage 1 Pop: Mamma Mia</p>	<p style="text-align: center;">Rap: Stop! Soul/Gospel: Lean on me</p>	<p style="text-align: center;">Pop: Blackbird Reflect, Rewind and Replay</p>
Year 5	<p style="text-align: center;">Jazz: Classroom jazz stage 1 Rock: Livin' on a Prayer</p>	<p style="text-align: center;">Pop Ballard: Make you feel my love Hip hop: Fresh prince of bell air</p>	<p style="text-align: center;">Pop: Dancing in the street Reflect, Rewind and Replay</p>
Year 6	<p style="text-align: center;">Jazz: Classroom jazz stage 2 Pop: Happy</p>	<p style="text-align: center;">Seasonal: New Year Carol Pop Ballard: You've got a friend</p>	<p style="text-align: center;">Music and Identity Reflect, Rewind and Replay</p>

MUSIC OVERVIEW

	Autumn	Spring	Summer
Year 3	<p style="text-align: center;">Glockenspiel stage 1 & R&B: Let your spirit fly</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical use instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 	<p style="text-align: center;">Reggae: Three little birds & Pop/Moral: Dragon Song</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical use instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 	<p style="text-align: center;">Disco: Bring us together & Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical use instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory
Year 4	<p style="text-align: center;">Glockenspiel stage 1 & Pop: Mamma Mia</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical use instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 	<p style="text-align: center;">Rap: Stop! & Soul/Gospel: Lean on me</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical use instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 	<p style="text-align: center;">Pop: Blackbird & Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical use instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory
Year 5	<p style="text-align: center;">Jazz: Classroom jazz stage 1 & Rock: Livin' on a Prayer</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<p style="text-align: center;">Pop Ballard: Make you feel my love & Hip hop: Fresh prince of bell air</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<p style="text-align: center;">Pop: Dancing in the street & Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations
Year 6	<p style="text-align: center;">Jazz: Classroom jazz stage 2 & Pop: Happy</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<p style="text-align: center;">Seasonal: New Year Carol & Pop Ballard: You've got a friend</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<p style="text-align: center;">Music and Identity & Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations
Assembly	<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> develop an understanding of the history of music. 	<ul style="list-style-type: none"> understand the inter-related dimensions of music

MUSIC PROGRESSION				
	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
AUTUMN	<p>Glockenspiel stage 1 & R&B: Let your spirit fly</p> <p>I can listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context.</p> <p>I can build on the understanding that pulse is the foundation of music upon which all the other dimensions are built.</p> <p>I can continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments, and to improvise and compose. Use glocks, recorders, or use band instruments if appropriate.</p>	<p>Glockenspiel stage 1 & Pop: Mamma Mia</p> <p>I can listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p> <p>I can progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.</p> <p>I can continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Start to respond to musical cues such as starting and stopping. Learn how to follow a leader / conductor.</p>	<p>Jazz: Classroom jazz stage 1 & Rock: Livin' on a Prayer</p> <p>I can listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely recognise / identify different style indicators and different instruments and their sounds.</p> <p>I can understand and demonstrate, verbally and physically, that pulse is the foundation upon which all other dimensions are built. Maintain a strong sense of pulse and recognise when you are going out of time.</p> <p>I can have a greater understanding of melody, words and their importance and how to interpret a song musically</p>	<p>Jazz: Classroom jazz stage 2 & Pop: Happy</p> <p>I can internalise the pulse using movement. Understand the pulse and its role as the foundation of music. Every piece of music has a pulse, a different pulse.</p> <p>I can discuss other dimensions of music and how they fit into the music you are listening to.</p> <p>I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</p> <p>I can continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</p>
SECONDARY ORDER SKILLS	INQUISITIVE COLLABORATIVE	IMAGINATIVE PERSISTENT COLLABORATIVE	INQUISITIVE DISCIPLINED PERSISTENT	DSCIPLINED INQUISITIVE
SPRING	<p>Reggae: Three little birds & Pop/Moral: Dragon Song</p> <p>I can use correct musical language to describe the music you are listening to and your feelings towards it.</p> <p>I can understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</p> <p>I can continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy and with more realised progression. Improvise and play back compositions using patterns confidently as part of a performance.</p>	<p>Rap: Stop! & Soul/Gospel: Lean on me</p> <p>I can start to recognise / identify different style indicators and different instruments used.</p> <p>I can sing songs and melodies and start to consider how the melody and words should be interpreted. Have an understanding of melody and words and their importance.</p> <p>I can musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context e.g. getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Describe the quality of sounds and how they are made (timbre).</p>	<p>Pop Ballard: Make you feel my love & Hip hop: Fresh prince of bell air</p> <p>I can use correct musical language to describe the music you are listening to and your feelings towards it.</p> <p>I can sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts t together.</p> <p>I can practise, rehearse and present performances with more understanding and awareness of an audience and their needs. Understand that performance can influence how music is presented. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, giving simple justifications of reasons for responses.</p>	<p>Seasonal: New Year Carol & Pop Ballard: You've got a friend</p> <p>I can listen, comment on and discuss with confidence, ideas together as a group.</p> <p>I can understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</p> <p>I can practise, rehearse and present performances with more understanding and awareness of an audience and their needs. Understand that performance can influence how music is presented. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, giving simple justifications of reasons for responses.</p>
SECONDARY ORDER SKILLS	INQUISITIVE PERSISTENT COLLABORATIVE	IMAGINATIVE INQUISITIVE	IMAGINATIVE INQUISITIVE COLLABORATIVE	IMAGINATIVE DISCIPLINED

SUMMER	<p>Disco: Bring us together & Reflect, Rewind and Replay</p> <p>I can discuss other dimensions of music and how they fit into the music you are listening to.</p> <p>I can sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm.</p> <p>I can begin to create more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.</p> <p>I can practise, rehearse and present performances with awareness of an audience. Appreciate that performance can influence how music is presented. Communicate ideas, thoughts and feelings through simple musical demonstration.</p>	<p>Pop: Blackbird & Reflect, Rewind and Replay</p> <p>I can discuss other dimensions of music and how they fit into the music you are listening to.</p> <p>I can create my own rhythmic patterns that lead to melodies</p> <p>I can continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</p> <p>I can watch a recording and/or discuss the performance. Offer respectful comments and feedback about and from others.</p>	<p>Pop: Dancing in the street & Reflect, Rewind and Replay</p> <p>I can demonstrate and explain how pulse, rhythm and pitch work together to create a song.</p> <p>I can continue to use glocks, recorders, band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose.</p> <p>I can confidently create my own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</p>	<p>Music and Identity & Reflect, Rewind and Replay</p> <p>I can understand the workings of an ensemble / choir, how everything fits together. Follow the conductor and have a chance to be the conductor - stopping and starting the group. Sing confidently and fluently, maintaining an appropriate pulse.</p> <p>I can play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse. Demonstrate musical quality e.g. clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.</p> <p>I can recognise and musically or verbally demonstrate awareness of a link between shape and pitch using graphic notations.</p>
SECONDARY ORDER SKILLS	<p>INQUISITIVE DISCIPLINED COLLABORATIVE</p>	<p>IMAGINATIVE DISCIPLINED PERSISTENT</p>	<p>IMAGINATIVE PERSISTENT INQUISITIVE</p>	<p>IMAGINATIVE INQUISITIVE DISCIPLINED COLLABORATIVE</p>