



AJS Music Learning Journeys

Years 3 to 6

Ashley Junior School

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Skills and Progression
Map.

Music:



Music: Age Related Statutory Coverage

KEY STAGE ONE LEARNING

- 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.

KEY STAGE TWO LEARNING

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

MUSIC: VOCABULARY MAP

KEY STAGE ONE/TWO:		KEY STAGE TWO:	
Year 2 – as Year 1 plus	Year 3 – as Key Stage One plus:	Year 4 – As year 3 plus	Year 5 – As year 4 plus
<ul style="list-style-type: none"> accompany body percussion chime bar chord claves compose duration ostinato percussion phrase pitch Pulse Recorder Tuned percussion Untuned percussion Volume 	<ul style="list-style-type: none"> names of orchestral instruments accompaniment call and response castanets composer conductor drone duet duration dynamics glockenspiel Lyrics Melody Orchestra Orchestration Ostanati 	<ul style="list-style-type: none"> round scale stepwise movement structure theme unison woodblock xylophone harmony improvise Pentatonic leaping (large interval between two notes) 	<ul style="list-style-type: none"> Timbre Accent Texture Bass Notation <p>Year 6 – As year 5 plus</p> <ul style="list-style-type: none"> Diction Interval Syncopation

Skills Map - MUSIC

Year Three

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>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 of instruments? 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 inter-related dimensions of music (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? 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 identify the features within a piece of music?

Year Three - Greater Depth

<p>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</p>	<ul style="list-style-type: none"> Can they create accompaniments for melodies? 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?
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Skills Map - MUSIC

Year Four

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>Listening</p>	<ul style="list-style-type: none"> • Can they use notations to record and interpret sequences of pitches? • 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 use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?
<ul style="list-style-type: none"> • Describe what they hear using a wider range of musical vocabulary • Recognise how the inter-related dimensions of music 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 		
Year Four - Greater Depth		
<p>Can they use selected pitches simultaneously to produce simple harmony?</p>	<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? 	<p>Can they identify how a change in timbre can change the effect of a piece of music?</p>

Skills Map - MUSIC		
Year Five		
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>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 begin to use standard notation? • Can they use their notations to record groups of pitches (chords)? • 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>Listening</p> <ul style="list-style-type: none"> • Identify cyclic patterns – verse and chorus, coda • Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music • understand their combined effect 	<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 Five - 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? 	<p>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?</p>	<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 Six		
Performing	Composing	Appraising
<ul style="list-style-type: none"> • Can they begin to sing a harmony part? • Can they begin to 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>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 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 Six - Greater Depth		
<p>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</p>	<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? 	<p>Can they appraise the introductions, interludes and endings for songs and compositions they have created?</p>