

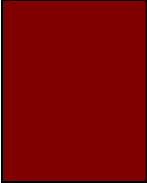


Ark John Archer Primary Academy *Music*



Music: Knowledge Progression Map (Years 1-6)

	Recognise and respond		Identify and distinguish		Creating and performing	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structure: <i>Repetition and contrast</i>	<ul style="list-style-type: none"> • Call and echo • Call and response • Cumulative • Repetition 	Repetition <ul style="list-style-type: none"> • Ostinato Contrast <ul style="list-style-type: none"> • Introduction • Beginning • Middle • End 	Repetition <ul style="list-style-type: none"> • Ostinato • Rounds • Drone Contrast <ul style="list-style-type: none"> • Partner songs • Binary form (AB) 	Repetition <ul style="list-style-type: none"> • Ostinato • Rounds Contrast <ul style="list-style-type: none"> • Ternary form ABA 	Repetition <ul style="list-style-type: none"> • Call and response • Ostinato/riffs • Cyclic Contrast <ul style="list-style-type: none"> • Verse and chorus • Canon 	Repetition <ul style="list-style-type: none"> • 12 bar blues Contrast <ul style="list-style-type: none"> • AAB • Question and answer • Theme and variation
Pitch: <i>High & low</i>	Pitch <ul style="list-style-type: none"> • High, Middle, low Movement <ul style="list-style-type: none"> • Repeat Shape <ul style="list-style-type: none"> • Getting higher/lower Solfa: l,s,m	Pitch <ul style="list-style-type: none"> • High, Middle, low Movement <ul style="list-style-type: none"> • Repeat Shape <ul style="list-style-type: none"> • Getting higher/lower Solfa: l,s,m, d	Pitch <ul style="list-style-type: none"> • Pentatonic scale l,s,m,r,d Movement <ul style="list-style-type: none"> • Step, jump Shape <ul style="list-style-type: none"> • Rising/falling • Repeated notes Solfa: l,s,m,r,d	Pitch <ul style="list-style-type: none"> • Octave range Movement <ul style="list-style-type: none"> • Step, jump, leap, Shape <ul style="list-style-type: none"> • Ascending/descending • Repeated notes Solfa: d-d'	Harmony <ul style="list-style-type: none"> • 2 - 3-part harmony Tonality <ul style="list-style-type: none"> • Major • Minor 	Harmony <ul style="list-style-type: none"> • 2- 3-part harmony • Primary Triads • Thirds Tonality <ul style="list-style-type: none"> • Blues scale • Major scale • Minor scale
Texture	<ul style="list-style-type: none"> • Unison • One sound leading to many sounds 	<ul style="list-style-type: none"> • Melody • Accompaniment 	<ul style="list-style-type: none"> • Unison • Solo • Melody 	<ul style="list-style-type: none"> • Unison • Solo • Melody 	<ul style="list-style-type: none"> • Accompaniment • Layers • Ostinato • Polyphonic 	<ul style="list-style-type: none"> • Melody & accompaniment • Layers • Ostinato • Polyphonic
Tempo: <i>Speed</i> Duration: <i>Long and short sounds</i>	<ul style="list-style-type: none"> • Pulse/heartbeat Duration <ul style="list-style-type: none"> • Long and short sounds <ul style="list-style-type: none"> • Rhythm Tempo <ul style="list-style-type: none"> • Fast/slow Rhythm syllables <ul style="list-style-type: none"> • Crotchet Ta • Quaver ti-ti • Crotchet rest 	Tempo <ul style="list-style-type: none"> • Getting faster/slower Rhythm syllables <ul style="list-style-type: none"> • Crotchet Ta • Quaver ti-ti • Minim ta-a • Crotchet rest • Semiquavers tiki-tiki 	Distinguish between pulse/rhythm Rhythm <ul style="list-style-type: none"> • Time signature • 4/4-time Bar • Bar line Rhythm syllables <ul style="list-style-type: none"> • Crotchet Ta • Quaver ti-ti • Minim ta-a • Semibreve • Crotchet rest • Semiquavers tiki-tiki 	Rhythm <ul style="list-style-type: none"> • Time signature • 4/4-time Bar • Bar, bar line Rhythm syllables <ul style="list-style-type: none"> • Crotchet Ta • Quaver ti-ti • Minim ta-a • Semibreve • Crotchet rest • Semiquavers tiki-tiki 	<ul style="list-style-type: none"> • 2, 3 and 4 metre • Offbeat/ onbeat 	<ul style="list-style-type: none"> • Syncopation
Dynamics and articulation: <i>Smooth and detached</i>	<ul style="list-style-type: none"> • Loud • Quiet • Silence 	<ul style="list-style-type: none"> • Getting louder/quieter 	<ul style="list-style-type: none"> • Medium loud • Medium quiet • Legato/staccato 	<ul style="list-style-type: none"> • Medium loud • Medium quiet • Legato/staccato 	<ul style="list-style-type: none"> • Layers • Gradual/sudden changes in tempo • Piano • Forte • Mezzo forte • Mezzo piano 	<ul style="list-style-type: none"> • Accent • Gradual/sudden changes in tempo • Piano • Forte • Mezzo forte • Mezzo piano
Instrument s and playing techniques	<ul style="list-style-type: none"> • Voice • Body percussion • Environmental sounds • Unpitched percussion 	How sounds are produced <ul style="list-style-type: none"> • Shake • Hit • Scrape 	Ensemble combination, e.g. samba, djembe Djembe, Dundun <ul style="list-style-type: none"> • Tone • Bass • Slap 	Ensemble combination, e.g. choir, orchestra Ukulele, guitar <ul style="list-style-type: none"> • Pluck • Thumb rest • Banjo style 	Ensemble combination, e.g. choir, orchestra Ukulele, guitar <ul style="list-style-type: none"> • Pluck • Thumb rest • Banjo style 	Ensemble combination, e.g. choir, orchestra Ukulele, guitar <ul style="list-style-type: none"> • Pluck • Thumb rest • Banjo style



- Tap
 - Blow
- Properties**
- Wooden
 - Metal
 - Skinned
 - String

- Samba percussion instruments**
- Agogo
 - Chocolos
 - Surdo
 - Caixa
 - Repenique
 - Apito

- Free plucking
- Strum
- Thumb brush
- First finger strum
- Shuffle

Music: Skills Progression Map (Years 1-6)

Vocal Curriculum Establishing a sense of Pulse, Rhythm & Pitch		Vocal & Instrumental Curriculum Developing a sense of Pulse, Rhythm & Pitch		Vocal & Instrumental Curriculum Developing a sense of harmony, structure and texture		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing (quality & technique)	Chant and sing simple 2 note songs without accompaniment with an awareness of the shape of the melody.	Chant rhythmically and sing simple 3 note songs without accompaniment; use their voice expressively to convey meaning.	Sing 5-note songs (Pentatonic) with an awareness of posture, breath control and articulation (<i>staccato, legato</i>).	Sing songs within a pitch range with increasing vocal control and expression.	Sing songs with good breath control, posture, diction and intonation.	Sing songs with confidence, accuracy, greater technical control and expression within a variety of styles and genres.
Playing instruments	Perform a steady beat accompanying a song, chant, live and recorded music.	Perform rhythmic and melodic ostinato patterns as an accompaniment to a song or chant, live and recorded music.	Play ostinato patterns to accompany songs; play longer rhythmic phrases on the djembe Developing basic playing techniques.	Play ostinato patterns to accompany songs; play the djembe with improved techniques, increased fluency, accuracy and control.	Perform rhythmic and melodic ostinati to accompany songs; Perform simple chord sequences; Developing basic playing techniques.	Perform more chords and complex chord sequences playing with accuracy, control and expression with secure playing techniques.
Performing with others	Chant and sing in unison with a sense of pulse.	Chant and sing in unison with a sense of pulse and an awareness of others.	Maintain a steady pulse whilst performing individually, in small groups and as a class; maintain part in 2 or 3 part songs, using rounds and partner songs.	Maintain their part whilst accompanying songs; maintain part in 3-4 part rounds and partner songs and in two part harmonies.	Maintain part in a 4- part round and in three-part harmonies accurately with an awareness of other parts.	Maintain part in a 4-part round and in three -part harmonies accurately with an awareness of other parts.
Improvising	Improvise 4 beat rhythmic and melodic phrases.	Improvise 4 beat rhythmic and melodic ostinato.	Improvise 4 beat rhythms within a call and echo structure. Improvise melodies using 5 notes of the Pentatonic scale.	Improvise question and answer melodic/rhythmic phrases.	Improvise longer rhythmic and melodic phrases within a given structure.	Improvise longer and more complex rhythmic and melodic phrases with a sense of the given style.
Composing	Create and choose sounds in response to chosen stimuli.	Compose rhythmic and melodic accompaniments to songs using 2 -3 notes.	Compose accompaniments for songs using drones and melodic ostinato.	Compose in response to a visual stimulus Combining sounds with an awareness of pitch, tempo, dynamics and timbre.	Compose songs with an understanding of the relationship between lyrics and melody.	Compose with an awareness of repetition and contrast, with development of musical ideas.
Notation	Interpret a range of graphic symbols to represent different sounds.	Create and use graphic symbols to represent different musical ideas & concepts.	Read and perform simplified staff notation for rhythm and pitch.	Read and perform staff notation for rhythm and pitch.	Use chord, and simple tab notation.	Use chord and tab notation.
Analysing	Identify the different music elements: pitch, pulse and rhythm.	Discriminate between pitch, pulse and rhythm.	Compare two contrasting pieces of music for elements e.g. pitch, tempo, dynamics.	Comparing music commenting on texture, structure, tempo and dynamics.	Identify the characteristics of music from different styles and cultures.	Compare and contrast the characteristics of music from different styles and cultures.
Evaluating	Express whether they like or dislike a piece of music and how it makes them feel, act and move.	Identify how to improve their own work and provide feedback for others.	Identify how to improve their own work and provide feedback for others using an increasing musical vocabulary.	Identify strengths and weakness of own and others work suggesting ways to improve using musical vocabulary.	Evaluating others' work thinking about texture, structure, tempo and dynamics.	Make observations and judgements about music using appropriate musical language.
Aural Awareness	Copy, internalize and recall short rhythmic and 2-note patterns.	Copy, internalize and recall short rhythmic and 3-note patterns.	Copy, internalize and recall longer rhythmic and melodic patterns.	Copy, internalize and recall longer rhythmic and melodic patterns.	Copy, internalize and recall longer and more complex rhythmic and melodic patterns.	Copy, internalize and recall longer and more complex rhythmic and melodic patterns.