



Booker Avenue Junior School

Music

Musical Knowledge and Skills Progression

	Musical Styles – style (year of composition)	Musical Elements – pulse, rhythm and pitch	Musical Elements – tempo, dynamics and texture
Year 3	Country (2020/21) Baroque (1741) Pop (2020/21 + 1962) Disco/Disco Funk (1981) New Orleans Jazz (early 1900s) Film Music (1975) Sea Shanties (unknown) Romantic (1867) Rock (2020/21) Native American (2021) Gospel (1927) Musicals (1934) Jazz (2020/21) 20th century orchestral (1945) Hip Hop (2020/21)	<p><b>Pulse / Beat / Metre</b>            Recognise and move in time with the beat.            Play the steady beat on percussion instruments.            Recognise the 'strong' beat.            Play in time with a steady beat in 2/4, 4/4 and ¾.</p> <p><b>Rhythm</b>            Recognise by ear and notation: minims, crotchets, quavers and their rests.            Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.            Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.            Alternate between a steady beat and rhythm.</p> <p><b>Melody</b>            Show the shape of a melody as rising and falling in pitch.            Learn to sing a melody by ear or from notation.            Learn to rehearse and play a melodic instrumental part by ear or from notation.            Identify the names of the pitched notes on a stave: C, D, E, F, F#, G, A, B, Bb, C.            Identify the scales of: C major, G major, F major            Identify if a scale is major or minor.            Copy simple melodies by ear or from reading notation.            Create melodies by ear and notate them.            Explore and play by ear or from notation:</p> <ul style="list-style-type: none"> <li>• 5-note scale</li> <li>• Pentatonic scale</li> </ul>	<p><b>Tempo</b>            Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.            Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.</p> <p><b>Dynamics</b>            Listen out and respond to forte (loud) sections of music.            Identify instruments playing loud dynamics when listening to the music.            Use dynamics to help communicate the meaning of a song.</p> <p><b>Texture</b>            Understand that singing and playing together creates a musical texture.            Add body percussion accompaniments.            Listen to the accompaniment to a song.            Identify large numbers of people playing and singing.            Listen out for solo players.</p>

<p><b>Year 4</b></p>	<p>20th and 21st century orchestra music (2020/21)          Reggae (1865)          Soul: Ballad (2020/21)          R&amp;B (2020/21)          Pop          Folk (unknown)          Jazz (1941)          Disco (2020)          Musicals (1957)          Classical (1808)          Romantic (1866)          Rock (2020/21)          Electronic Dance Music (2020/21)          Orchestral/Choral (1942)          Funk (2020)</p>	<p><b>Pulse / Beat / Metre</b>          Recognise and move in time with a steady beat.          Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.          Respond to the 'offbeat' or 'backbeat'.</p> <p><b>Rhythm</b>          Recognise by ear and notation: semibreves, minims, crotchets, quavers and semiquavers, dotted minims and dotted crotchets.          Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.          Create rhythm patterns by ear and using simple notation that use semibreves, minims, crotchets and quavers.          Understand and explain the difference between beat and rhythm.          Recall the most memorable rhythms in a song or piece of music.</p> <p><b>Pitch</b>          Identify and explain what a melody is.          Learn to sing and follow a melody by ear and from notation.          Understand melodic movement up and down as pitch.          Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.          Identify the names of the pitched notes on a staff:          C, D, E, E<math>\flat</math>, F<math>\sharp</math>, G, A, B, B<math>\flat</math>, C, C<math>\sharp</math>, D          Identify the following scales by ear or from notation: C major, F major, G major, A minor.          Copy simple melodies by ear or from reading notation.          Create melodies by ear and notate them.          Identify and talk about the way vocals are used in a song.          Identify and explain:</p> <ul style="list-style-type: none"> <li>• Harmony: two or more notes heard at the same time</li> <li>• Second part: a second musical part, usually a melodic line, that creates harmony</li> </ul> <p>Explore chords I, IV and V in instrumental accompaniments.          Explore intervals of 3rd, 5th and octaves.          Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor          Identify and demonstrate a major and minor scale.</p>	<p><b>Tempo</b>          Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.          Change the speed of a steady beat moving from fast to slow, slow to fast.          Control the speed of a steady beat, getting faster and getting slower.          Direct the class in controlling the speed of a steady beat in a class performance.</p> <p><b>Dynamics</b>          Listen out and respond to forte (loud) sections of music.          Identify instruments playing loud dynamics when listening to the music.          Use dynamics to help communicate the meaning of a song.</p> <p><b>Texture</b>          Understand that singing and playing together creates a musical texture.          Add body percussion accompaniments.          Listen to the accompaniment to a song.          Identify large numbers of people playing and singing.          Listen out for solo players.</p>
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<p><b>Year 5</b></p>	<p>20th and 21st century orchestral (2020/21)          Gospel (1905)          Pop (2020/21)          Rock 'n' Roll (2020/21)          Gospel (1863)          South African (unknown)          Jazz: contemporary (2019)          Pop (1976)          Reggae (1905)          Film Music (1977)          Hip Hop (2020)          Funk (2020/21)          Romantic (1900)          Musicals (1918)</p>	<p><b>Pulse / Beat / Metre</b>          Recognise and move in time with the changing speed of a steady beat.          Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4, 5/4 and 6/8.          Respond to the 'offbeat' or 'backbeat'.</p> <p><b>Rhythm</b>          Recognise by ear and notation: semibreves, minims, crotchets, quavers and semiquavers, dotted minims and dotted crotchets.          Recognise by ear and notation: 6/8 rhythm patterns; dotted crotchets, triplet quavers, dotted quavers, quavers and their rests.          Recognise dotted rhythm in melodies.          Copy simple rhythm patterns using the above rhythms.          Create rhythm patterns by ear and use simple notation, using the above rhythm patterns.          Recall the most memorable rhythms in a song or piece of music.</p> <p><b>Pitch</b>          Identify and explain steps, jumps and leaps in the pitch of a melody.          Learn to sing and follow a melody by ear and from notation.          Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation.          Identify the names of the pitched notes on a stave: C, D, E, E<math>\flat</math>, F<math>\sharp</math>, G, A, B, B<math>\flat</math>, C, C<math>\sharp</math>, D          Identify the following scales by ear or from notation: C major, F major, D minor, G major, E<math>\flat</math> major, C minor          Copy simple melodies by ear or from reading notation.          Create melodies by ear and notate them.          Add new chords II and VI from a given tonality.          Identify tone by ear or from notation.          Identify intervals 3rd, 5th and 7th.          Identify the tonal centres of:          C major and C minor, F major, D minor and D major          E<math>\flat</math> major          Identify and demonstrate the following scales by ear and from notation: Major scale, Minor scale, Pentatonic scale</p>	<p><b>Tempo</b>          Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.          Change the speed of a steady beat, moving from fast to slow, slow to fast.          Control the speed of a steady beat, getting faster and getting slower.          Direct the class in controlling the speed of a steady beat in a class performance.          Recognise the connection between tempi and musical styles.</p> <p><b>Dynamics</b>          Listen out and respond to forte (loud) sections of music.          Identify instruments playing loud dynamics when listening to the music.          Use dynamics to help communicate the meaning of a song.</p> <p><b>Texture</b>          Identify solos and instrumental breaks in songs and music.          Talk about solo voices, backing vocals and different vocal textures.          Identify changes in texture.          Talk about the different textures created by intervals and chords.</p>
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<p><b>Year 6</b></p>	<p>Soul (2020/21)  20th and 21st Century Orchestral (1913 + 1942)  Pop (2020/21)  Hip Hop (2020)  Jazz: Swing (2020/21)  Rock (1800s)  Disco (2020/21)  Romantic (1812 + 1836)  Zimbabwean Pop (2019/20)  R&amp;B (2020/21)  Rock (2020/21)  Folk (1848 + 1913)  Gospel (mid 1800s)  Salsa (2020/21)  Reggae (2020/21)  Musicals (1937)  Film Music (1993)</p>	<p><b>Pulse / Beat / Metre</b>  Recognise and move in time with the changing speed of a steady beat.  Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4, 5/4 and 6/8.  Identify syncopation and swing.</p> <p><b>Rhythm</b>  Recognise by ear and notation: minims crotchets, quavers, semiquavers and their rests.  Recognise by ear and notation: 6/8 rhythm patterns, dotted crotchets, triplet quavers, quavers and their rests  Recognise by ear and notation: 9/8 rhythm patterns, dotted crotchets, triplet quavers, quavers and their rests  Recognise dotted rhythm in melodies.  Copy simple rhythm patterns using the above rhythms.  Create rhythm patterns by ear and use simple notation, using the above rhythm patterns.  Recall the most memorable rhythms in a song or piece of music.</p> <p><b>Pitch</b>  Identify major and minor tonality by ear and from notation.  Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.  Identify the names of the pitched notes on a staff: C, D, E, F, G, A, B, C, D, E, F, G, A, B, C, D  Identify the following scales by ear or from notation: A minor, G major, D major, D minor F major.  Identify an interval of a major triad: 3rd, 5th.  Identify an octave by ear or notation.  Copy simple melodies by ear or from reading notation.  Create melodies by ear and notate them.  Use chords C, F, G and A minor by ear or from notation.  Identify the tonal centres of: A minor, G major, D major, D minor, F major.  Identify and demonstrate the following scales by ear and from notation:  Major scale, Minor scale, Pentatonic scale, Blues scale</p>	<p><b>Tempo</b>  Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.  Change the speed of a steady beat, moving from fast to slow, slow to fast.  Control the speed of a steady beat, getting faster and getting slower.  Direct the class in controlling the speed of a steady beat in a class performance.  Recognise the connection between tempi and musical styles.  Recognise an effective use of tempo at the end of a song.</p> <p><b>Dynamics</b>  Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.  Identify how dynamics can support the structure of a song or piece of music, eg. diminuendo, leading into a new section and change of mood.  Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.</p> <p><b>Texture</b>  Sing and play instruments in different-sized groups.  Identify solos and instrumental breaks in songs and music.  Talk about solo voices, backing vocals and different vocal textures.  Refer to repeated rhythmic or melodic patterns as riffs/ostinati.  Talk about the different textures created by intervals and chords.  Understand how texture builds throughout a piece as voices are layered.</p>
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