



Archbishop of York's CE Junior School

Music Progression Overview



Year Group	Singing	Listening	Composing	Performing
Year 3	<ul style="list-style-type: none"> • Sing unison songs of varying styles and structures • Sing tunefully and with expression • Sing with an awareness of simple dynamic contrasts (forte and piano/loud and soft). • Perform actions confidently and in time to a range of actions songs • Perform as a choir in school assemblies 	<ul style="list-style-type: none"> • Listen to and evaluate performances from a range of cultures and traditions, demonstrating an understanding and awareness of key musical features/elements (<u>pitch, rhythm, pulse, melody, structure, dynamics, timbre, texture</u>) • Recognise and identify the main families of instruments from the western classical tradition 	<ul style="list-style-type: none"> • Use dot notation to show higher or lower pitch • Combine rhythmic notation with letter names to create rising and falling phrases • Compose song accompaniments on untuned percussion using known rhythms and note values • Compose in response to different stimuli (stories, poems, images and musical sources). • Structure musical ideas using echo or question and answer phrases to create music with a beginning, middle and end 	<ul style="list-style-type: none"> • Develop facility in playing tuned percussion or melodic instruments • Perform melodies following staff notation using a limited range (3 notes) as a whole class or in small groups • Use listening skills to correctly order phrases using dot notation • Recognise and understand the difference between crotchets and paired quavers and their equivalent rests
Year 4	<ul style="list-style-type: none"> • Sing unison songs with a greater pitch range tunefully and with expression • Follow directions for getting louder (crescendo) and quieter (diminuendo) 	<ul style="list-style-type: none"> • Learn and understand the stories, origins, traditions, history, and social context of the music they are listening to 	<ul style="list-style-type: none"> • Explore developing knowledge of musical elements by composing music to create a specific mood (e.g. to accompany a short film clip) • Recognise and know the difference between major and minor chords 	<ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instruments over a sustained learning period • Perform melodies following staff



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	<ul style="list-style-type: none"> • Sing rounds and partner songs in different time signatures (2,3 and 4 time) • Begin to sing repertoire with a simple second part to introduce vocal harmony • Perform as a choir in school assemblies 		<ul style="list-style-type: none"> • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation, technology • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches • Improvise using a limited range of pitches on the instrument they are learning • Begin to make decisions about the overall structure of improvisations 	<p>notation using a wider range as a whole class or in small groups</p> <ul style="list-style-type: none"> • Recognise and understand the difference between minims, crotchets, paired quavers and their equivalent rests • Follow and perform simple rhythmic scores to a steady beat
<p>Year 5</p>	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with accurate pitch, appropriate style and observing phrasing • Sing 3-part rounds, partner songs and songs with a verse and a chorus • Perform a range of songs in school assemblies and in school performance opportunities 	<ul style="list-style-type: none"> • Listen to and evaluate performances from a wider range of cultures and traditions, demonstrating an understanding and awareness of key musical features/elements (to further include 	<ul style="list-style-type: none"> • Compose melodies in a suitable key for the instruments available • Compose a short ternary piece (ABA) • Use chords to compose music to evoke a specific atmosphere, mood or environment • Improvise over a drone, developing a sense of shape and character using tuned 	<ul style="list-style-type: none"> • Read and perform melodies on tuned percussion, melodic instruments or keyboards following staff notation written on one staff and using the range of one octave. • Understand how triads are formed and play them as simple chordal



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		<p>harmony, articulation, instrumental playing techniques and effects)</p> <ul style="list-style-type: none"> Recognise and identify instruments from a wider range of cultures and traditions and history behind them Learn and understand the stories, origins, traditions, history, and social context of the music they are listening to 	<p>percussion and melodic instruments</p> <ul style="list-style-type: none"> Improvise over a simple groove, responding to the beat using a range of dynamic contrasts 	<p>accompaniments to familiar songs.</p> <ul style="list-style-type: none"> Develop the skill of playing by ear on tuned instruments copying longer phrases and familiar melodies. Recognise and understand the difference between semibreves, minims, crotchets, paired quavers, semiquavers and their equivalent rests Read and play short rhythmic phrases from sight
<p>Year 6</p>	<ul style="list-style-type: none"> Sing a broad range of songs including syncopated rhythms as part of a choir with a sense of ensemble and performance Sing 3 and 4-part rounds and partner songs, positioning the singers randomly within the group to develop greater listening skills and vocal independence. Perform a range of songs as a choir in school assemblies, school performances and to a wider audience 		<ul style="list-style-type: none"> Plan and compose an 8 or 16 beat melodic phrase using a pentatonic scale (e.g. C, D, E, G, A) incorporating rhythmic variety and interest. Compose a ternary piece using available music software/apps to create and record it Create music with multiple sections that include repetition and contrast 	<ul style="list-style-type: none"> Engage with others through ensemble playing with pupils taking on melody and accompaniment roles. Make decisions about dynamic range in performances including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).



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			<ul style="list-style-type: none">• Use chord changes as part of an improvised sequence	
	<ul style="list-style-type: none">• MMC Guidance, Sing Up and other resources to be used for suggested repertoire.• To encourage and develop high quality singing, processes to support this should be an integral part of all singing sessions including warm ups, breathing exercises, posture, consideration of dynamics, phrasing, context and an awareness of vocal health (see MMC Guidance and other resources)	<ul style="list-style-type: none">• Ten Pieces		<ul style="list-style-type: none">• Stave, lines and spaces and clef to be introduced from Year 3 as part of practical musical making?