

Uplands Junior School

Music Curriculum Progression of Knowledge 2021-2022

Strand of Musical Knowledge	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	<ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ● Its lyrics: what the song is about ● Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ● Identify the main sections of the song (introduction, verse, chorus etc.) ● Name some of the instruments they heard in the song 	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song. 	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <ul style="list-style-type: none"> ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) <ul style="list-style-type: none"> ● The lyrics: what the songs are about ● Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ● Identify the main sections of the songs (intro, verse, chorus etc.) ● Name some of the instruments they heard in the songs ● The historical context of the songs. What else was going on at this time? 	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <ul style="list-style-type: none"> ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ● The style indicators of the songs (musical characteristics that give the songs their style) ● The lyrics: what the songs are about ● Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ● Identify the structure of the songs (intro, verse, chorus etc.) ● Name some of the instruments used in the songs ● The historical context of the songs. What else was going on at

				<p>this time, musically and historically?</p> <ul style="list-style-type: none"> • Know and talk about that fact that we each have a musical identity
Musical Activities: Games	<p>Know how to find and demonstrate the pulse.</p> <ul style="list-style-type: none"> • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to
Musical Activities: Singing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group 	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <ul style="list-style-type: none"> • To choose a song and be able to talk about: <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of 	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <ul style="list-style-type: none"> • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping

		<ul style="list-style-type: none"> ● To know why you must warm up your voice 	warming up your voice	<ul style="list-style-type: none"> ● To know what the song is about and the meaning of the lyrics ● To know and explain the importance of warming up your voice
Musical Activities: Playing Instruments	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, a recorder) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends
Musical Activities: Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in your improvisations 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in in your improvisations ● To know three well-known improvising musicians 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks leant in Challenges in your improvisations

				<ul style="list-style-type: none"> ● To know three well-known improvising musicians
Musical Activities: Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol
Musical Activities: Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts

	● It involves communicating feelings, thoughts and ideas about the song/music	●It involves communicating feelings, thoughts and ideas about the song/music	and feelings about the song/music	and feelings about the song/music
Charanga Teaching Units	<p><u>Autumn</u> Let your spirit fly Glockenspiel Stage 1</p> <p><u>Spring</u> Three little birds The dragon song</p> <p><u>Summer</u> Bringing us together Reflect, rewind and replay</p>	<p><u>Autumn</u> Mamma Mia Glockenspiel 2</p> <p><u>Spring</u> Stop! Lean on me</p> <p><u>Summer</u> Blackbird Reflect, rewind and replay</p>	<p><u>Autumn</u> Livin' on a prayer Classroom Jazz 1</p> <p><u>Spring</u> Make you feel my love The Fresh Prince of Bel Air</p> <p><u>Summer</u> Dancing in the street Reflect, rewind and replay</p>	<p><u>Autumn</u> Happy Classroom Jazz 2</p> <p><u>Spring</u> A new year carol New Unit (Preview)</p> <p><u>Summer</u> You've got a friend Reflect, rewind and replay</p>