



Progression of Skills for Music

Lower school

Year	Autumn	Spring	Summer
Cycle A	<p>What did the Romans do for us? (Rotten Romans)</p> <p>Rhythmic patterns</p>	<p>Natural Disasters and Rainforests (What a disaster!)</p> <p>Create layered piece of music using various rhythms.</p>	<p>Saxons and Vikings (Kingdom Invasion)</p> <p>Improvisation and composition. Body percussion. Hakka. Anglo Saxon Warrior</p>
	<i>Timbre, Tempo and Dynamics</i>	<i>Duration and Structure</i>	<i>Pitch and Texture</i>
	<p>Identify voice types and a wider range of non percussion instruments by family and name; further extend the use of voices and percussion instruments</p> <p>Explore how to use dynamics for expressive effect</p> <p>Explore how to use tempi for expressive effect</p>	<p>Fit rhythm patterns to a steady beat in 2,3 and 4 metre independently</p> <p>Develop understanding of extended conventional structures including Rondo ABACADA</p>	<p>Identify melodic shape and explore different scale patterns including pentatonic, major and minor</p> <p>Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts</p>
Cycle B	<p>Stone Age to Iron Age (Iron Rocks!)</p> <p>Unconventional instruments used to create stone age music</p>	<p>Mountains, rivers and coasts. (Mountain High... River Deep)</p> <p>Sea shanties. Solos and feelings through song. Begin to understand pitch within staff notation.</p>	<p>The Egyptians (Tomb Raiders)</p> <p>Rhythm, pattern, control. Devise non-standard symbols to represent patterns. Move to understanding rhythm within staff notation.</p>
	<i>Tempo and duration</i>	<i>Dynamics, structure and timbre</i>	<i>Pitch, and texture</i>
	<p>Identify, use and understand getting faster / getting slower</p> <p>Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre</p>	<p>Identify, use and understand getting louder and getting quieter in finer gradations</p> <p>Develop understanding to conventional structures including binary (AB) and ternary (ABA) introductions and codas</p> <p>Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion</p>	<p>Identify, use and understand steps, leaps and repeated notes in melodies and begin to explore different scale patterns</p> <p>Identify the use and purpose of different layers of music heard, created and performed</p>



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Upper School

Cycle A	Water as a resource and renewable energy (Fuelling the Future) Composition- recycled materials for instruments	Ancient Greek democracy and monarchs past and present (Power!) Leitmotifs- representing people of power	Evolution and inheritance (Discovering Darwin) Compose music (including singing) for various purposes. Rehearse year 6 production.
	<i>Duration Timbre, Tempo</i>	<i>Dynamics Structure and Texture</i>	<i>Pitch (and rehearsal technique)</i>
	<i>Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</i> <i>Identify voices / instruments within families and their role in a wider range of ensembles: refine the use of voices and percussion with the intended impact</i> <i>Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</i>	<i>Use detailed dynamic variation effectively for a specific musical purpose and be able to discuss and justify choices made</i> <i>Use a broader range of developmental structures and expressive structures (e.g. leitmotif)</i> <i>Use harmony including simple chords with greater awareness and understanding</i>	<i>Use scales effectively for a specific musical purpose and be able to discuss and justify choices made</i>
Cycle B	History of Baghdad (Arabian Nights) and Mexico Study (Los mysterious de Mexico) Mexican music. Understanding culture through music	Space (Out of this world) and Portsmouth (local history study) The Planet Suite – study how Holst created moods/themes. Then create own music using the same features.	Forces (Flight) and Changes (SRE & Geography) Layering of music Tunes to sing and play in different keys. Rehearse year 6 production.
	<i>Timbre and duration</i>	<i>Dynamics, Structure and Tempo</i>	<i>Texture and pitch</i>
	<i>Identify instruments within families and different instrumental / vocal combinations: refine the use of voices and percussion</i> <i>Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and 6</i>	<i>Understand how a wide range of dynamics can be used and manipulated for expressive effect</i> <i>Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures</i> <i>Understand how a wide range of tempi can be used and manipulated for expressive effect</i>	<i>Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniment</i> <i>Explore, recognise and identify a range of different scale patterns including pentatonic, major minor and could extend to raga, chromatic, modes and how they influence music</i>