

# THORNDOWN PRIMARY SCHOOL - MODEL MUSIC CURRICULUM PROGRESSION DOCUMENT

## Indicative musical features

The first table below sets out indicative musical features (elements) that give language to concepts that pupils have understanding of in sound. Pupils will have experienced them unconsciously in many contexts before, building on their work at Key Stage 1, and their holistic musical experiences across Key Stage 2 will naturally be far wider than this. The second table sets out their progression in knowledge of the constituent parts of musical notation.

	Year 3	Year 4	Years 5 & 6
<b>Rhythm, Metre and Tempo</b>	Downbeats, fast ( <i>allegro</i> ), slow ( <i>adagio</i> ), pulse, beat	Getting faster ( <i>accelerando</i> ), Getting slower ( <i>rallentando</i> ), Bar, metre	Simple time, compound time, syncopation
<b>Pitch and Melody</b>	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
<b>Structure and Form</b>	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
<b>Harmony</b>	Drone	Static, moving	Triads, chord progressions
<b>Texture</b>	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
<b>Dynamics and Articulation</b>	Loud ( <i>forte</i> ), quiet ( <i>piano</i> )	Getting louder ( <i>crescendo</i> ), getting softer ( <i>decrescendo</i> ); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
<b>Instruments and Playing Techniques</b>	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast ( <i>allegro</i> ), slow ( <i>adagio</i> )	✓	✓	✓
Getting faster ( <i>accelerando</i> ), getting slower ( <i>rallentando</i> )		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do–me Range of a 3rd	✓ do–so Range of a 5th	✓ do–do' Range of an octave
Loud ( <i>forte</i> )	✓	✓	✓
Quiet ( <i>piano</i> )	✓	✓	✓
Getting louder ( <i>crescendo</i> ), Getting softer ( <i>decrescendo</i> )		✓	✓

## YEAR 3

### SINGING

- Sing a widening range of **unison** songs of varying styles and structures with a **pitch** range of do-so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.
- Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Perform as a choir in school assemblies.

Sing Up: Heads and Shoulders  
 Singing Sherlock 2: Si, Si, Si  
 Flying a Round: To stop the train  
 Trad. Japan: Kaeru no uta  
 Trad. Morocco: A ram sam sam/Pease  
 Pudding Hot  
 Trad. Bangladesh: Now charia de (A  
 Boatman's Song)  
 Junior Songscape: Listen to the Rain  
 Voicelinks: Extreme Weather  
 Sing Up: Skye Boat Song  
 Trad. Ireland: Be Thou My Vision  
 Junior Voiceworks 1: Now The Sun Is  
 Shining  
 Voiceworks 1: Candle Light  
 Singing Sherlock 2: Shadow  
 Singing Express 3: Mirror  
 Trad. England: Ah! Poor bird/Hey, Ho!  
 Nobody home/Rose

### LISTENING

#### Western Classical Tradition and Film

Title	Composer	Period
Hallelujah from <i>Messiah</i>	Handel	Baroque
Night on a Bare Mountain <sup>3</sup>	Mussorgsky	Romantic
Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century
Rondo alla Turca	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century
Bolero	Ravel	20th Century
Night Ferry	Anna Clyne	21st Century

#### Popular Music

Style	Title	Artist(s)
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Rock n Roll	Hound Dog	Elvis Presley
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey
Pop	With A Little Help from My Friends	The Beatles

#### Musical Traditions

Country	Tradition	Title	Artist/Composer
India	Indian Classical	Sahela Re	Kishori Amonkar
Brazil	Samba	Fanfarras (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan

Songs are saved in Y3  
 resource folder

<p>COMPOSING</p> <ul style="list-style-type: none"> <li>• <i>Improvise</i></li> </ul>	<ul style="list-style-type: none"> <li>• Become more skilled in <i>improvising</i> (using voices, <i>tuned</i> and <i>untuned percussion</i> and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>• Structure musical ideas (e.g. using <i>echo</i> or <i>question and answer</i> phrases) to create music that has a beginning, middle and end.</li> <li>• Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</li> </ul>	
<p>COMPOSING</p> <ul style="list-style-type: none"> <li>• <i>Compose</i></li> </ul>	<ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (<i>do, re and mi</i>).</li> <li>• Compose song accompaniments on untuned percussion using known <i>rhythms</i> and <i>note values</i>.</li> </ul>	

<p>PERFORM</p>	<ul style="list-style-type: none"> <li>• Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder (Music Hub)</li> <li>• Play and perform melodies following <i>staff notation</i> using a small range (e.g. <i>Middle C-E/do-mi</i>) as a whole class or in small groups (e.g. <i>trios</i> and <i>quartets</i>).</li> <li>• Use listening skills to correctly order phrases using <i>dot notation</i>, showing different arrangements of notes C-D-E/<i>do-re-mi</i> (see illustration):</li> </ul> <div data-bbox="443 1093 1323 1257" data-label="Diagram"> <p style="text-align: center;">C            E    C    D    E    D    D    D    E    D    C</p> </div> <ul style="list-style-type: none"> <li>• Individually (<i>solo</i>) copy stepwise melodic phrases with accuracy at different speeds; <i>allegro</i> and <i>adagio</i>, fast and slow. Extend to question-and-answer phrases.</li> </ul>	
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## READING NOTATION

- Introduce the *stave*, lines and spaces, and *clef*. Use *dot notation* to show higher or lower pitch.
- Introduce and understand the differences between *crotchets* and *paired quavers*.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.