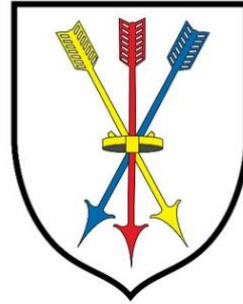


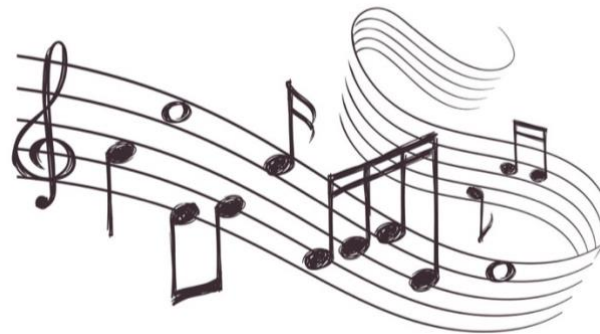
Purbrook Junior School



Purbrook Junior School

Music knowledge organiser and progression of skills

Years 3-6



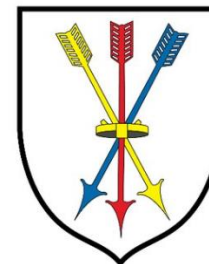
Music is a vibrant and inclusive part of the curriculum at Purbrook Junior School. It is led by the music and drama lead and lessons are taught by an experienced music specialist from the Hampshire Music service. The school has a well-equipped music room which enables us to offer whole class teaching of keyboard, tuned percussion, ukuleles and recorders. Lessons are fast paced and active with rehearsal opportunities for all built into every session. A very varied selection of classroom instruments, from slapsticks through jingle bells to djembe drums enables pupils to explore and develop their instrumental techniques, understanding of timbres (each instrument's distinctive sound) and how to combine these effectively.

The music curriculum offers opportunities for children to:

- Play a range of instruments with increasing confidence, skill and expression. (Rehearsing and performing)
- Improvise and develop their own collaborative compositions in a response to a variety of stimuli. (Composing and notating)
- Explore thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures. (Listening and responding)
- Develop skills and attributes which can be used in other subject areas and that are needed for life and work, for example, listening skills, the ability to concentrate, creativity, collaboration, perseverance, self-confidence and sensitivity towards others.

***'Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.'* - Plato**

Purbrook Junior School



PITCH
 How high or low a note sounds

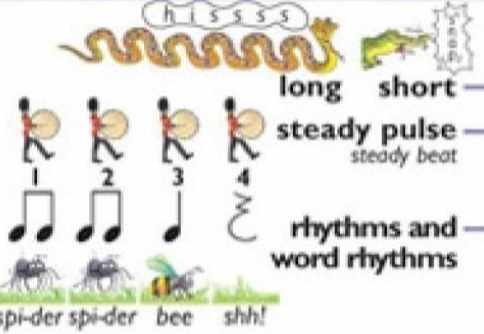
high low ascending (getting higher) descending (getting lower) scale (a set of tuned notes) pentatonic (a 5-note scale)



long short
 steady pulse (steady beat)

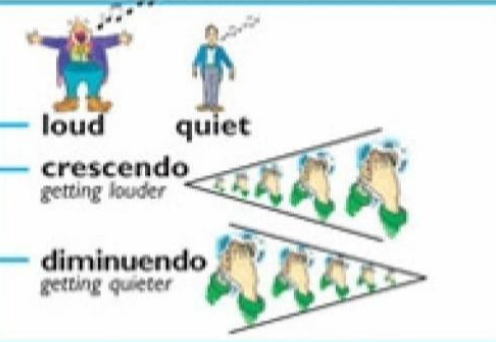
rhythms and word rhythms

spi-der spi-der bee shh!



DYNAMICS
 Volume of sounds

loud quiet
 crescendo (getting louder)
 diminuendo (getting quieter)



fast slow
 accelerando (getting faster)
 rallentando (getting slower)



shh!

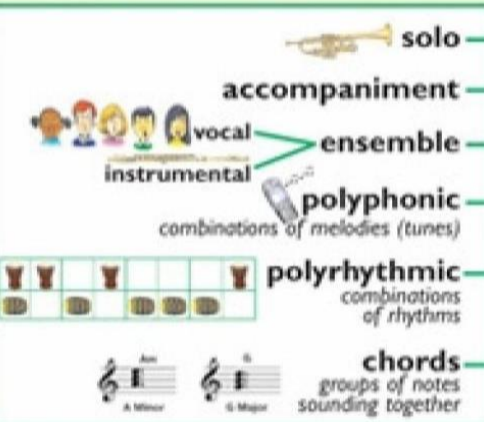



TEMPO
 Different speeds

TEXTURE
 Combination of sounds

DUPLICATION
 Lengths of sounds/silences

accompaniment
 solo
 ensemble (vocal, instrumental)
 polyphonic (combinations of melodies (tunes))
 polyrhythmic (combinations of rhythms)
 chords (groups of notes sounding together)



SILENCE
 No sound

TIMBRE
 Different types of sounds - tone colour

vocal
 body percussion
 tuned (instrumental) / untuned (environmental)
 electric



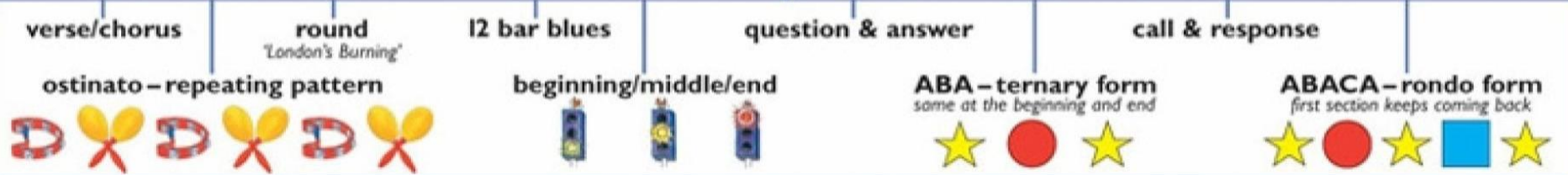
verse/chorus
 ostinato - repeating pattern

round
 'London's Burning'

12 bar blues
 beginning/middle/end

question & answer
 ABA - ternary form (same at the beginning and end)

call & response
 ABACA - rondo form (first section keeps coming back)



YEAR 3

Musical Dimensions	Objectives - Age Related Expectations	Musical skills
<p>AUTUMN TERM – <u>UKULELE</u></p> <p>Pitch Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic</p> <p>Duration Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre</p> <p>Timbre Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments</p>	<ul style="list-style-type: none"> • Know string names and relative pitch • Demonstrate strumming and plucking • Identify and understand changes of tempo and dynamic • Sing and play simultaneously matching pitch accurately • Understand solo, unison, ensemble 	<p><u>These 3 key skills are ongoing:</u></p> <p>Singing Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs</p> <p>Playing Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality</p> <p>Rehearsing and performing Recognise why and when to improve and start to develop basic individual and group rehearsal skills</p>
<p>SPRING TERM - <u>TUNED PERCUSSION</u></p> <p>Dynamics Identify, use and understand getting louder and quieter in finer gradations</p> <p>Tempo Identify, use and understand getting faster and slower in finer gradations</p>	<ul style="list-style-type: none"> • Play with correct technique (use 2 beaters, hold correctly, bouncing onto middle of bars) • Perform melodic patterns accurately from memory • Understand solo, unison, ensemble identify steps, leaps and repeated notes in melodies • identify instruments within families and different instrumental/ vocal combinations: refine use of percussion instruments • to use simple chords as accompaniments 	<p>Listening and responding Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer’s ideas</p> <p>Notating Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce pitch notation</p>
<p>SUMMER TERM - <u>KEYBOARD</u></p> <p>Texture Identify the use and purpose of different layers in music heard, created and performed</p> <p>Structure Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)</p>	<ul style="list-style-type: none"> • Play simple tunes using 3 fingers on the right hand • Navigate to the correct hand position using the black keys as signposts • Sing and play matching pitch accurately • Improvise to a backing track matching beat & style of piece 	<p>Regular use of BBC 10 pieces resources in class to develop listening and responding skills and describing and discussing</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer’s ideas and choices using a growing musical vocabulary</p>

YEAR 4

Musical Dimensions	Objectives - Age Related Expectations	Musical Skills
<p>AUTUMN TERM - <u>RECORDERS</u></p> <p>Pitch Identify melodic shape and explore different scale patterns including pentatonic, major and minor</p> <p>Duration Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</p> <p>Timbre 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>	<ul style="list-style-type: none"> • Learn fingering for GAB(CD) • Read simple tunes from conventional notation • Identify and understand changes of tempo and dynamic • Sing and play matching pitch accurately • Understand solo, unison, ensemble • Recognise repeated sections in music played, sung and listened to 	<p><u>These 3 key skills are ongoing:</u></p> <p>Singing Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs</p> <p>Playing Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p> <p>Rehearsing and performing Recognise which improvements need to be made and use individual and group rehearsal skills</p>
<p>SPRING TERM - <u>TUNED PERCUSSION</u></p> <p>Dynamics Explore how to use dynamics for expressive effect</p> <p>Timbre 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>Tempo Explore how to use tempi for expressive effect</p>	<ul style="list-style-type: none"> • Play with correct technique (use 2 beaters, hold correctly, bouncing onto middle of bars) • Perform melodic patterns accurately from memory • Understand solo, unison, ensemble identify steps, leaps and repeated notes in melodies • identify instruments within families and different instrumental/ vocal combinations: refine use of percussion instruments • to use simple chords as accompaniments 	<p>Regular use of BBC 10 pieces resources in class to develop listening and responding skills and describing and discussing</p> <p>Listening and responding Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</p> <p>Describing and discussing Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p>
<p>SUMMER TERM - <u>KEYBOARD</u></p> <p>Texture Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts</p> <p>Structure Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas</p>	<ul style="list-style-type: none"> • Play simple tunes using 5 fingers on the right hand • Navigate to the correct hand position using the black keys as signposts • Identify and understand changes of tempo and dynamic • Sing and play matching pitch accurately • Improvise to a backing track matching beat & style of piece 	<p>Notating Understand and use detailed graphic notation. Develop the use of stave notation to perform and record ideas</p>

YEAR 5

Musical Dimensions	Objectives - Age Related Expectations	Musical skills
<p>AUTUMN TERM - <u>UKULELE</u></p> <p>Duration Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6</p> <p>Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive effect</p>	<ul style="list-style-type: none"> • Learn a selection of chords and use in a variety of contexts • Sing and play simultaneously • Control tempo and dynamics • Sing and play matching pitch accurately • make decisions about their music and demonstrate their learning in a creative response (Riff writing) 	<p><u>These 3 key skills are ongoing:</u></p> <p>Singing Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style</p> <p>Playing Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and explore a range of different rehearsal strategies</p>
<p>SPRING TERM - <u>KEYBOARDS</u></p> <p>Structure Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif</p> <p>Tempo Understand how a wide range of tempi can be used and manipulated for expressive effect</p> <p>Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</p>	<ul style="list-style-type: none"> • Play simple tunes using 5 fingers on the right hand • Navigate to the correct hand position using the black keys as signposts • Identify and understand changes of tempo and dynamic • Sing and play matching pitch accurately • Improvise to a backing track matching beat & style of piece • Recognise repeated sections in music played, sung and listened to 	<p>Regular use of BBC 10 pieces resources in class to develop listening and responding skills and describing and discussing</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music’s context and purpose. Understand and identify why and how the composer has used key features / devices</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer’s musical use of key features / devices using a musical vocabulary</p>
<p>SUMMER TERM - <u>GROUP COMPOSITIONS</u></p> <p>Timbre Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments</p> <p>Texture Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments</p>	<ul style="list-style-type: none"> • Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness • use percussion instruments with greater sensitivity • Increase awareness of expression and interpretation through control of dimensions and phrasing when playing 	<p>Notating Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation</p> <p>Apply playing skills, knowledge and experience creatively and sensitively when improvising and composing</p>

YEAR 6

Musical Dimensions	Objectives - Age Related Expectations	Musical skills
<p>AUTUMN TERM - <u>UKULELE</u></p> <p>Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</p> <p>Duration Identify and understand more complex rhythm patterns and metres counting in 8 and 6</p> <p>Dynamics Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</p>	<ul style="list-style-type: none"> • Learn a selection of chords and use in a variety of contexts • Sing and play simultaneously • Control tempo and dynamics • Sing and play matching pitch accurately • make decisions about their music and demonstrate their learning in a creative response (song writing) 	<p><u>These 3 key skills are ongoing:</u></p> <p>Singing Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style</p> <p>Playing Demonstrate precise and confident instrumental skills and use them to perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them</p>
<p>SPRING TERM - <u>KEYBOARDS</u></p> <p>Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</p> <p>Structure Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif</p> <p>Tempo Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</p>	<ul style="list-style-type: none"> • Play simple tunes using 5 fingers on the right hand • Navigate to the correct hand position using the black keys as signposts • Identify and understand changes of tempo and dynamic • Sing and play matching pitch accurately • Improvise to a backing track matching beat & style of piece 	<p>Regular use of BBC 10 pieces resources in class to develop listening and responding skills and describing and discussing</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music’s context and purpose. Understand and identify why and how the composer has used key features / devices</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer’s musical use of key features / devices using a musical vocabulary</p>
<p>SUMMER TERM - <u>GROUP COMPOSITIONS</u></p> <p>Timbre Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact</p> <p>Texture Use a range of harmonic devices with greater awareness and understanding in different musical contexts</p>	<ul style="list-style-type: none"> • Apply playing skills, knowledge and experience creatively and sensitively when improvising and composing with an awareness of balance • Demonstrate precise and confident instrumental skills and use them to perform with musical awareness • use percussion instruments with greater sensitivity 	<p>Notating Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation</p> <p>Develop the use of precise notation to accurately record and communicate ideas through a range of activities</p>

