

Sellindge Primary School

Lower KS2 Music Map with Skills progression

Year 3		Let your Spirit Fly!		Glockenspiel stage 1		Three Little Birds		The Dragon Song		Bringing us together		Reflect, Rewind and Replay	
	Style	RnB	N/A		Reggae		A Pop song that tells a story		Disco		Classical		
	These skills will develop across the year.	Listen and appraise: Know that every piece of music has a pulse/steady beat: to Know how to find and demonstrate the pulse, confidently identify and move to the pulse. Know the difference between pulse and rhythm, Know how pulse, rhythm and pitch work together to create a song. To think about what the words of a song mean. To discuss how the song makes them feel, Listen carefully and respectfully to other people's thoughts about the music. Singing: To know and be able to talk about: Singing in a group can be called a choir; A 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. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. Playing: To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder). To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvisation: Improvise using instruments in the context of the song they are learning to perform. To know and be able to talk about improvisation: 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. Composition: To know and be able to talk about: 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; Different ways of recording compositions (letter names, symbols, audio etc.). Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Performance: To know and be able to talk about: Performing is sharing music with other people, an audience; 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 involves communicating feelings, thoughts and ideas about the song/music. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.											
		Unit specific focus	RnB and other styles. Singing in two parts	Exploring & developing playing skills. The language of music.		Reggae and animals		Music from around the world, celebrating our differences and being kind to one another. Singing in two parts		Disco, friendship, hope and unit		The history of music, look back and consolidate your learning, learn some of the language of music	
Compose (1, 3 or 5 notes)	Key: C One note: C Easy part :C,F,G Medium part: E, F ,G, A ,B + C Melody: N/A	Key: Multiple pieces One note: E Easy part : D + E and D + C Medium part: D, E, F and C, D + E Melody: N/A		Key: G One note: G Easy part : G + A Medium part: C + A Melody: C, D, E, G, A + Bb		Key: G One note: G Easy part : G Medium part: G, A + B Melody: B, C, D, E, F + G		Key: C One note: C Easy part : C Medium part: G, A + C Melody: G, A + C		Revise previous notes			

Year 4		Hands, feet and heart					Ho, Ho, Ho		I wanna play in a band!		Zootime		Friendship song		Reflect, Rewind and Replay	
	These skills will develop across the year. Year 4 difference shown in this colour	Listen and appraise: To choose one song and be able to talk about: • 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. To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. To use musical vocabulary when discussing music. Know the difference between pulse and rhythm. 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; 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. Singing: Build on and embed year 3 skills and knowledge plus Texture: How a solo singer makes a thinner texture than a large group. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To re-join the song if lost. To listen to the group when singing. Playing: To know and be able to talk about: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. To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. Improvisation: Build on and embed year 3 skills and knowledge plus To use some of the riffs you have heard in the Challenges in your improvisations Improvise using instruments in the context of a song they are learning to perform. Composition: Continue to embed and deepen the following: To know and be able to talk about: 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; Different ways of recording compositions (letter names, symbols, audio etc.). Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Performance: To know and be able to talk about: Performing is sharing music with other people, an audience; 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 involves communicating feelings, thoughts and ideas about the song/music. To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.														
		Style	Afropop, South African		A song with rapping and improvising for Christmas		Rock		Reggae		Pop		Classical			
		Unit specific focus	Music from South Africa, Freedom songs		Winter time, festivals and Christmas time. Creating a performance using music and dance		Music and movement		Song structure		Mixed styles		The history of music. Look back and consolidate learning. Learn some language of music.			
		Compose (1, 3 or 5 notes)	Key: G One note: G Easy part :G,A,C Medium part: GABC Melody: EFGABC		Key: G One note: G Easy part: G,A,B Medium part: G, A ,B Melody: n/a		Key: D One note: F Easy part: D, C Medium part: G F C Melody: C D F		Key: C One note: C Easy part: C D Medium part: C D Melody: C D		Key: C One note: C Easy part: E G Medium part: E G A B Melody: C D E F G A B		Revise previous notes			