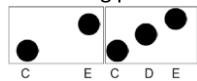
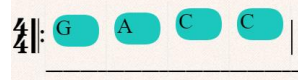
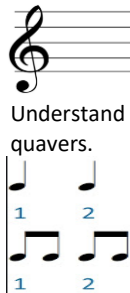




**Scholar Green Primary School**  
**KS2 Lower Progression Model Music**

Year 3	Learning Sequence	Knowledge	Skills	Vocabulary
	<b><u>Listen &amp; Appraise</u></b>	<ul style="list-style-type: none"> <li>To know that music can be expressive.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and comment on the ways sounds can be used expressively.</li> <li>Identify the beat in music.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>	Tchaikovsky & Romantic style R&B, Reggae, Funk, Disco Dynamics Timbre Pitch
	<b><u>Musical Activities (Including Pulse &amp; Rhythm)</u></b>	<ul style="list-style-type: none"> <li>To know that a rhythm fits over a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise rhythmic patterns.</li> <li>Perform a repeated pattern over a steady pulse.</li> </ul>	Rhythmic pattern
	<b><u>Singing &amp; Voice</u></b>	<ul style="list-style-type: none"> <li>To know how to sing songs in unison.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to sing with confidence using a wider vocal range.</li> <li>Sing in unison becoming aware of pitch.</li> <li>Sing with awareness of pulse and control of rhythm.</li> <li>Recognise simple structures (Phrases).</li> <li>Warm up voices.</li> <li>Sing songs from memory with accurate pitch and in tune.</li> <li>Continue to follow a leader/conductor confidently.</li> <li>Show control in voice and pronounce the words in a song clearly (diction).</li> </ul>	Unison Vocal range Pitch Phrases Diction
	<b><u>Playing instruments</u></b>	<ul style="list-style-type: none"> <li>To know how to play instruments as an ensemble or small group using control.</li> </ul>	<ul style="list-style-type: none"> <li>Play confidently with others taking instructions from the leader.</li> <li>Show control when playing music instruments so that they sound as they should.</li> <li>Identify melodic phases and play them by ear with support.</li> </ul>	Conductor/ leader Melody
	<b><u>Improvisation</u></b>	<ul style="list-style-type: none"> <li>To know how to improvise using instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Sing, play and copy back - clapping</li> <li>To play and improvise – using instruments.</li> <li>To listen to each other's musical ideas.</li> </ul>	Improvise Musical idea
	<b><u>Composition &amp; Notation</u></b>	<ul style="list-style-type: none"> <li>To know how to use pitch to create an effect.</li> <li>To begin to know how music is recorded on a stave using staff notation.</li> </ul>	<ul style="list-style-type: none"> <li>Combine notation from Y1&amp;Y2 with letter names to create rising and falling phrases. (3 notes)</li> </ul>  <p><b>Charanga:</b></p> 	Compose Staff notation Stave Clef Crotchet Paired quavers

			<ul style="list-style-type: none"> <li>To know what a staff and clef is.</li> </ul>  <ul style="list-style-type: none"> <li>Understand the differences between crotchets and paired quavers.</li> </ul> <ul style="list-style-type: none"> <li>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>	Recording Constructive feedback
	<b><u>Perform &amp; Share</u></b>	<ul style="list-style-type: none"> <li>To know how to perform following a leader/conductor.</li> </ul>	<ul style="list-style-type: none"> <li>Perform with others, taking instructions from the leader.</li> <li>Perform in different ways, exploring the way the performers are a musical resources.</li> <li>Improve performance by watching a recording.</li> </ul>	
<b><u>Year 4</u></b>	<b><u>Listen &amp; Appraise</u></b>	<ul style="list-style-type: none"> <li>To know how music can express different intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</li> <li>Recognise how music can reflect different intentions.</li> </ul>	Chopin & Romantic style Pop, disco, Grime, Rap, Gospel, Ballard Abba Beatles
	<b><u>Musical Activities (Including Pulse &amp; Rhythm)</u></b>	<ul style="list-style-type: none"> <li>To know that repeated patterns are used in a variety of music.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and recall rhythmic and melodic patterns.</li> <li>Identify repeated patterns used in a variety of music (Ostinato).</li> </ul>	Rhythmic & melodic patterns Ostinato (repeated patterns)
	<b><u>Singing &amp; Voice</u></b>	<ul style="list-style-type: none"> <li>To know how to sing songs in unison showing control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison maintaining the correct pitch and using increasing expression.</li> <li>Sing songs and create different vocal effects.</li> <li>Understand how mouth shapes can affect voice sounds.</li> <li>Internalise sounds by singing parts of a song 'in their heads'</li> <li>Sing expressively with awareness and control of the expressive elements, e.g. timbre, tempo, dynamics.</li> </ul>	Expression Control Vocal effects/ voice sounds
	<b><u>Playing instruments</u></b>	<ul style="list-style-type: none"> <li>To know how to play a range of instruments with control so they sound clear.</li> </ul>	<ul style="list-style-type: none"> <li>Choose instruments on the basis of internalised sounds.</li> <li>Identify melodic phrases and play them by ear.</li> <li>Play notes on instruments with care so they sound clear.</li> </ul>	Play by ear Clear sounds
	<b><u>Improvisation</u></b>	<ul style="list-style-type: none"> <li>To know how to improvise using instruments and voice.</li> </ul>	<ul style="list-style-type: none"> <li>Sing, play and copy back-progress to using instruments (2 notes).</li> <li>Play and improvise using instruments and voice.</li> </ul>	Improvise

	<p><b><u>Composition &amp; Notation</u></b></p>	<ul style="list-style-type: none"> <li>To know how to use sounds and words to create an effect.</li> <li>To know the difference between major and minor keys.</li> <li>To begin to know how music is recorded on a stave using staff notation.</li> </ul>	<ul style="list-style-type: none"> <li>Combine notation learned so far with letter names to create short phrases. (5 notes)  <b>Charanga:</b>   </li> <li>Begin to read minims, crotchets, crotchet rests and paired quavers in notation.  <b>Charanga (no quavers):</b>   </li> <li>Develop descriptive music to create a specific mood.</li> <li>Create lyrics to a rap on a given topic, listening to rhythms and syllables.</li> <li>Record their ideas using graphic symbols or staff notation, and arrange into bars. Use ICT.</li> </ul>	<p>Lyrics, rap  minim  crotchet  crotchet rest  paired quavers  bar line  major key  minor key</p>
	<p><b><u>Perform &amp; Share</u></b></p>	<ul style="list-style-type: none"> <li>To know how to perform with an awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>Perform with an awareness of different parts.</li> <li>Perform with an awareness of what others are singing/playing.</li> </ul>	<p>Awareness of sound</p>