

Ryhope Junior School



Progression in Music

Ryhope Junior School Programme of Study for Music

Vocabulary Development							
Year 3				Year 4			
structure, intro/introduction, verse, chorus, improvise, compose, pulse,	rhythm, pitch, tempo, dynamics, bass, drums, guitar,	keyboard, synthesizer, hook, melody, texture, structure, electric guitar,	organ, backing vocals, hook, riff, melody,	keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm,	pitch, tempo, dynamics, improvise, hook, riff, melody, solo, pentatonic scale,	unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital sounds electronic sounds, turntables,	synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong
Year 5				Year 6			
Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure,	Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano,	guitar, bass, drums, melody, cover, riff, synthesizer, deck, backing loops, Funk, scratching, unison,	melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch,	tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove,	Motown, hook, riff, solo, Blues, Jazz, Improvise improvisation, by ear,	melody, riff, solo, ostinato, phrases, unison, unison, harmony.

The Interrelated Dimensions of Music (Dimensions)- referred to throughout all topics/ pieces of music

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.

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Purpose of Study:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims:

The national curriculum for music aims to ensure that all pupils:

- ☐ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ☐ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ☐ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Topics taken from the Charanga Model Music Curriculum Scheme v2

	Autumn	Spring	Summer
Year 3	Writing Music Down Playing in a Band	Compose Using Your Imagination More Musical Styles	Enjoying Improvisation Opening Night
Year 4	Musical Structures Exploring Feelings When You Play	Compose With Your Friends Whole Class Ensemble Teaching	Feelings Through Music The Show Must Go On!
Year 5	Melody and Harmony in Music Sing and Play in Different Styles	Composing and Chords Enjoying Musical Styles	Freedom to Improvise Battle of the Bands
Year 6	Music and Technology Developing Ensemble Skills	Creative Composition Musical Styles Connect Us	Improvising with Confidence Farewell Tour

For an overview of expected learning outcomes for each of the elements of the Music programmes of study:

Listening and appraising; Singing; Playing instruments; Improvisation; Composition; Performing

please see the 'Progressions with outcomes' documents for the specific year group on the Charanga website:

<https://www.sunderlandmusicdigital.org.uk/c/1356466-model-music-curriculum>

Highlighted songs identify main musical focus and music style for the teaching of the unit

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Year 3 Styles and Cross-Curricular links

Year	Term	Unit	Music/ Song	Style	Connecting Across the Curriculum
3	Autumn	Writing Music Down	Home is Where the Heart Is	Country	Your place in your family
			Let's Work It Out Together	Pop	Making friends and understanding each other
			Please Be Kind	Pop	
		Playing in a Band	Love What We Do	Disco	Using your imagination
			When The Saints Go Marchin' In	Jazz: New Orleans	Life in different countries
			My Bonnie Lies Over The Ocean	Folk: Sea Shanty	The way people lived
	Spring	Compose Using Your Imagination	Your Imagination	Pop	Families Nature, the environment
			You're a Shining Star	Pop: Ballad	
			Music Makes the World Go Round	Musicals	Connections with the past
		More Musical Styles	Friendship Song	Pop	
			Family	Rock	
			Come on Over	Gospel	
	Summer	Enjoying Improvisation	He's Got the Whole World in His hands	Gospel	
			Why Does Music Make a Difference?	Jazz	
			Panda Extravaganza	Hip Hop	
		Opening Night	Micahel Row the Boat Ashore	Gospel	
			The Dragon Song	Pop	
			Follow Me	Hip Hop	

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Year 3 Musical Elements	
Pulse/Beat/Metre - Recognise and move in time with the beat - Play the steady beat on percussion instruments - Recognise the 'strong' beat - Play in time with a steady beat in 2/4, 4/4 and 3/4	Rhythm - Recognise by ear and notation: minims, crotchets, quavers and their rests. - Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. - Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. - Alternate between a steady beat and rhythm.
Pitch (Melody) - Show the shape of a melody as rising and falling in pitch. - Learn to sing a melody by ear or from notation. - Learn to rehearse and play a melodic instrumental part by ear or from notation. - Identify the names of the pitched notes on a stave: C, D, E, F, F#, G, A, B, Bb, C. - Identify the scales of: C major, G major, F major - Identify if a scale is major or minor. - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Explore and play by ear or from notation: 5-note scale, Pentatonic scale	Tempo - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat, moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower.
Dynamics - Listen out and respond to forte (loud) sections of music. - Identify instruments playing loud dynamics when listening to the music. - Use dynamics to help communicate the meaning of a song.	Timbre - Choose particular instruments for rehearsal and performing. - Identify the sound of different tuned and untuned percussion instruments.
Texture - Understand that singing and playing together creates a musical texture. - Add body percussion accompaniments. - Listen to the accompaniment to a song. - Identify large numbers of people playing and singing. - Listen out for solo players.	Structure (Form) Show the different sections of a song structure or piece of music through actions.

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Year 4 Styles and Cross-Curricular links

Year	Term	Unit	Music/ Song	Style	Connecting Across the Curriculum
4	Autumn	Musical Structures	Hoedown	20 th & 21 st Century Orchestral	Friends and people we meet
			I'm Always there	Soul: Ballad	How people and children used to live
			Martin Luther King	R & B	
		Exploring Feelings When You Play	Looking in the Mirror	Pop	Connecting with the past
			Take Time in Life	Folk	Music from different cultures
			Scarborough Fair	Folk	Music and dancing
	Spring	Compose With Your Friends	Bringing Us Together	Disco	Music and freedom
			Old Joe Clark	Folk	
			Dance With me	20 th & 21 st Century Orchestral	
		Whole Class Ensemble Teaching	Blown Away Recorder Book 1		
			Charanga		
	Summer	Feelings Through Music	Let Your Spirit Fly	R & B	
			Frere Jacques	Jazz	
			The Other Side of the Moon	Rock	
		The Show Must Go On!	You Can See It Through	Electronic Dance Music	
			The Octopus Slide	Funk	
			Connect	Electric Dance Music	

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Year 4 Musical Elements	
Pulse/Beat/Metre	Rhythm
- Recognise and move in time with a steady beat. - Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. - Respond to the 'offbeat' or 'backbeat'	- Recognise by ear and notation: - Semibreves, minims, crotchets, quavers and semiquavers - Dotted minims and dotted crotchets - Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. - Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers. - Understand and explain the difference between beat and rhythm. - Recall the most memorable rhythms in a song or piece of music.
Pitch (Melody)	Tempo
- Identify and explain what a melody is. - Learn to sing and follow a melody by ear and from notation. - Understand melodic movement up and down as pitch. - Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. - Identify the names of the pitched notes on a staff: C, D, E, F, G, A, B, C, D - Identify the following scales by ear or from notation: C major, F major, G major, A minor - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Identify and talk about the way vocals are used in a song. - Identify and explain: - Harmony: two or more notes heard at the same time - Second part: a second musical part, usually a melodic line, that creates harmony. - Explore chords I, IV and V in instrumental accompaniments. - Explore intervals of 3rd, 5th and octaves. - Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor - Identify and demonstrate a major and minor scale.	- Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. - Direct the class in controlling the speed of a steady beat in a class performance.

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Dynamics	Timbre
Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.	- Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. - Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. - Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar. - Recognise the difference between the sound of male and female voices. - Understand the importance of the vocal warm-up and its impact on the tone of the voice.
Texture	Structure (Form)
- Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create. - Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music. - Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music. - Explain the term 'unison' and the difference between unison and solo.	- Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. - Identify the instrumental break and its purpose in a song. - Recognise phrases and repeated sections. - Discuss the purpose of a bridge section.

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Year 5 Styles and Cross-Curricular links

Year	Term	Unit	Music/ Song	Style	Connecting Across the Curriculum
5	Autumn	Melody and Harmony in Music	Ghost Parade	20 th & 21 st Century Orchestral	School
			Words Can Hurt	20 th & 21 st Century Orchestral	Heroes
			Joyful, Joyful	Gospel	The solar system
		Sing and Play in Different Styles	The Sparkle in My Life	Pop	Space
			Dreaming of Mars	20 th & 21 st Century Orchestral	Freedom
			Get On Board	Gospel	
	Spring	Composing and Chords	Freedom Is Coming	South African	
			All Over Again	20 th & 21 st Century Orchestral	
			Do You Ever Wonder?	20 th & 21 st Century Orchestral	
		Enjoying Musical Styles	Erie Canal	Reggae	
			Heroes	Pop	
			Happy To Be Me	20 th & 21 st Century Orchestral	
	Summer	Freedom to Improvise	Look into the Night	K- Pop	
			Breathe	20 th & 21 st Century Orchestral	
			Keeping Time	Funk	
		Battle of the Bands	You and Me	Pop	
			A Bright Sunny Day	20 th & 21 st Century Orchestral	
			You Belong With Me	R & B (Rhythm and Blues)	

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Year 5 Musical Elements	
Pulse/Beat/Metre	Rhythm
- Recognise and move in time with the changing speed of a steady beat. - Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8. - Respond to the 'offbeat' or 'backbeat'.	- Recognise by ear and notation: - Minims, dotted crotchets, crotchets, quavers and their rests - Recognise by ear and notation: 6/8 rhythm patterns - Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests - Recognise dotted rhythm in melodies. - Copy simple rhythm patterns using the above rhythms. - Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. - Recall the most memorable rhythms in a song or piece of music.
Pitch (Melody)	Tempo
- Identify and explain steps, jumps and leaps in the pitch of a melody. - Learn to sing and follow a melody by ear and from notation. - Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. - Identify the names of the pitched notes on a staff: C, D, E, E$\flat$, F$\sharp$, G, A, B, B$\flat$, C, C$\sharp$, D - Identify the following scales by ear or from notation: C major, F major, D minor, G major, E$\flat$ major, C minor - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Add new chords II and VI from a given tonality. - Identify tone by ear or from notation. - Identify intervals 3rd, 5th and 7th. - Identify the tonal centres of: C major and C minor; F major; D minor and D major; E$\flat$ major - Identify and demonstrate the following scales by ear and from notation: Major scale; Minor scale; Pentatonic scale	- Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat, moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. - Direct the class in controlling the speed of a steady beat in a class performance. - Recognise the connection between tempi and musical styles.

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Dynamics	Timbre
Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.	- Recognise the following ensembles: - Gospel choir and soloist - Rock band - Symphony orchestra - A Cappella group - Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. - Recognise the difference between the sound of male and female voices. - Recognise tone colour and rapping.
Texture	Structure (Form)
- Identify solos and instrumental breaks in songs and music. - Talk about solo voices, backing vocals and different vocal textures. - Identify changes in texture. - Talk about the different textures created by intervals and chords.	- Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. - Identify the instrumental break and its purpose in a song. - Recognise phrases and repeated sections. - Discuss the purpose of a bridge section.

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Year 6 Styles and Cross-Curricular links

Year	Term	Unit	Music/ Song	Style	Connecting Across the Curriculum
6	Autumn	Music and Technology	Do What You Want To	Soul	Understanding feelings
			It's All About Love	Pop	Friendship, kindness, respect
			Sunshine on a Rainy Day	Soul	Standing up for democracy and eliminating oppression
		Developing Ensemble Skills	My Best Friend	Soul	Knowing our cultural roots
			Singing Swinging Star	Jazz: Swing	
			Roll Alabama	Rock	
	Spring	Creative Composition	Disco Fever	Disco	Engaging to protect and care for our planet earth: ecosystems, recycling, etc.
			La Bamba	Rock	
			Change	R & B	
		Musical Styles Connect Us	Let's Rock	Rock	
			Simple Gifts	Folk	
			Friendship Should Never End	Pop	
	Summer	Improvising with Confidence	Wake Up!	Hip Hop	
			Down by the Riverside	Gospel	
			Dance the Night Away	Salsa	
		Farewell Tour	Heal the Earth	Reggae	
			Let's Go Surfin'	Pop	
			So Amazing	Soul	

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Year 6 Musical Elements	
Pulse/Beat/Metre	Rhythm
- Recognise and move in time with the changing speed of a steady beat. - Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. - Identify syncopation and swing.	- Recognise by ear and notation: - Minims, crotchets, quavers, semiquavers and their rests - Recognise by ear and notation: 6/8 rhythm patterns - Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests. - Recognise by ear and notation: 9/8 rhythm patterns - Dotted crotchets, triplet quavers and quaver notes and their rests - Recognise dotted rhythm in melodies. - Copy simple rhythm patterns using the above rhythms. - Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. - Recall the most memorable rhythms in a song or piece of music.
Pitch (Melody)	Tempo
- Identify major and minor tonality by ear and from notation. - Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. - Identify the names of the pitched notes on a staff: C, D, E, F$\sharp$, G, A, B, B$\flat$, C, C$\sharp$, D - Identify the following scales by ear or from notation: A minor; G major; D major; D minor; F major - Identify an interval of a major triad: 3rd, 5th. - Identify an octave by ear or notation. - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Use chords C, F, G and A minor by ear or from notation. - Identify the tonal centres of: A minor; G major; D major; D minor; F major - Identify and demonstrate the following scales by ear and from notation: Major scale; Minor scale; Pentatonic scale; Blues scale	- Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat, moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. - Direct the class in controlling the speed of a steady beat in a class performance. - Recognise the connection between tempi and musical styles. - Recognise an effective use of tempo at the end of a song.

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Dynamics	Timbre
- Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. - Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood. - Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.	- Recognise the following ensembles: - Pop group - A Cappella group - Gospel choir - Identify instruments that add particular colour to a song or piece of music. - Identify the following instruments by ear and through a range of media: - Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer. - Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. - Other instruments such as steel pans, harmonica, banjo and accordion.
Texture	Structure (Form)
- Sing and play instruments in different-sized groups. - Identify solos and instrumental breaks in songs and music. - Talk about solo voices, backing vocals and different vocal textures. - Refer to repeated rhythmic or melodic patterns as riffs/ostinati. - Talk about the different textures created by intervals and chords. - Understand how texture builds throughout a piece as voices are layered.	- Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break. - Talk about the purpose of musical structures. - Identify where changes in texture and tonality help emphasize the contrasting sections in a song. - Recognise that changing the tonality at different points within the song creates different sections to the structure.