



### Music Skills Coverage

| Skill  | Y3  | Y4   | Y5  | Y6   |
|--|---|--|---|--|
| <b>Reading and writing music</b>   | Use standard and invented notation (graphic scores with basic symbols)                                  | Use standard and invented notation (using more advanced symbols for graphic scores e.g beats are sustained or short, volume) | Improvise and notate musical phrases to develop composition phrases (standard notation recognising notes) | Improvise and notate musical phrases to develop composition whole song (more developed graphic scores)<br><br>Reading and playing standard notation from a staff |
| <b>Composition</b>   | To understand and recognise the vocabulary of the elements of music (pitch, timbre, dynamics and tempo) | To understand and shape a composition of a piece in relation to the elements of music  | Explain how the different elements used have created mood and effect                                      | Compose a piece of music based on a theme  |
| <b>Music appreciation (including feelings, traditions, cultures and composers)</b> | Compare and contrast music from the same theme<br><br>Listen to music from different periods of history | Explain how a piece of music makes them feel and try to explain why<br><br>Describe, compare and evaluate music from         | Use musical vocabulary to suggest reasons why a piece may have been composed                              | Listen to and comment on the work of musicians and composers, justifying own preferences   |



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|  | <p>*Using technical vocabulary*</p> <p>Key genres to be studied:</p> <p>Rock and Roll music</p> <ul style="list-style-type: none"> <li>• Elvis Presley</li> </ul> <p>Blues music</p> | <p>different traditions, cultures and composers</p> <p>*Using technical vocabulary*</p> <p>Key genres to be studied:</p> <p>Jazz music</p> <p>Country music</p> <p>Beethoven</p> | <p>Appreciate high quality music both live and recorded.</p> <p>Recognise and describe music and musical instruments from different historical periods</p> <p>*Using technical vocabulary*</p> <p>Key genres to be studied:</p> <p>Classical music</p> <ul style="list-style-type: none"> <li>• Holst The Planets Suite</li> </ul> <p>Baroque style</p> <p>Musical theatre</p> | <p>Explain the influence of historical events on music (Brit Pop, Band Aid)</p> <p>*Using technical vocabulary*</p> <p>Key genres to be studied:</p> <p>Reggae music</p> <ul style="list-style-type: none"> <li>• Bob Marley</li> </ul> <p>Pop/ rap music</p> <ul style="list-style-type: none"> <li>• 20<sup>th</sup> century influences</li> </ul> <p>Music from films/ tv</p> <ul style="list-style-type: none"> <li>• John Williams</li> </ul> |
| <p><b>Instrument playing</b></p> <p><b>End of year targets</b></p> | <p><b><u>Recorder</u></b></p> <ul style="list-style-type: none"> <li>• Can play at least 5 notes, changing between these fluently and use basic notation on a stave.</li> </ul>      |  | <p><b><u>Ukulele</u></b></p> <ul style="list-style-type: none"> <li>• Can play at least 3 different chords and</li> </ul>  | <p><b><u>Small Guitar</u></b></p> <ul style="list-style-type: none"> <li>• Enjoy taking part in group activities where</li> </ul>  |



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|  | <ul style="list-style-type: none"><li>• Will enjoy taking part in group activities where they can sing and play a musical instrument.</li><li>• Understand safety and good posture when playing a recorder.</li><li>• Be able to perform simple rhythmic and melodic patterns on their recorder.</li><li>• Understand tempo and pulse and be able to maintain a rhythmic pattern in an ensemble.</li><li>• Encouraged to perform both individually, in small groups and as a class and be confident in performing.</li><li>• Can identify different musical genres or styles such as folk, jazz and pop.</li></ul> | <p>change between these fluently.</p> <ul style="list-style-type: none"><li>• Can understand basic notation- TAB.</li><li>• Enjoy taking part in group activities using voice and playing an instrument.</li><li>• Know how to use the instrument safely and have good posture while playing.</li><li>• Can perform simple rhythmic and melodic patterns on their ukulele.</li><li>• Can understand tempo and pulse and be able to maintain a rhythmic pattern in an ensemble.</li></ul> | <p>they can sing and play a musical instrument.</p> <ul style="list-style-type: none"><li>• Know how to use their instrument safely and understand the importance of good posture when playing.</li><li>• Will be able to perform simple rhythmic and melodic patterns on their instrument.</li><li>• Will be able to understand tempo and pulse.</li><li>• Will be able to maintain a rhythmic pattern in an ensemble.</li><li>• Will be able to recognise and play pieces with 5 notes in.</li></ul> |
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Scawsby Junior Academy Subject Progression Map – Whole School 2024/2025



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|  |  | <ul style="list-style-type: none"><li>• Are encouraged to perform regularly and begin to appraise performances.</li></ul> | <ul style="list-style-type: none"><li>• Will be encouraged to perform.</li></ul> |
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NB- The end of year targets are the same for year 3 and year 4 for the academic year 2024/ 2025 due to the new cycle of First Access Teaching being put into place. During the academic year 2025/2026, the end of year targets will change for year 4 to build on the progress made in year 3.