

Music Progression

| Year 5 | | | |
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| | Improvise and Compose | Sing and Play | Listen and Appraise |
| Term 1 | <p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.</p> <p>Create fragments of songs that can be developed into fully fledged songs.</p> | <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Keep the beat playing a 'cup' game.</p> <p>Develop and practise techniques for singing and performing in a Gospel style.</p> | <p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p> <p>Recognise individual instruments and voices by ear.</p> <p>Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound.</p> <p>Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)</p> <p>Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.</p> <p>Understand techniques for creating a song, and develop a greater understanding of the song writing process.</p> |
| Term 2 | <p>Improvise freely over a drone.</p> <p>Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove.</p> <p>Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p> <p>Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</p> | <p>Sing a song in two parts with expression and an understanding of its origins.</p> <p>Sing a round and accompany themselves with a beat.</p> <p>Play a drone and chords to accompany singing.</p> | <p>Listen and copy back simple rhythmic and melodic patterns.</p> <p>Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.</p> <p>Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p> <p>Demonstrate an understanding of the history of Argentine Tango.</p> |

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| <p>Term 3</p> | <p>Compose a kecak vocal piece as part of a group. Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</p> <p>Notate their ideas to form a simple score to play from.</p> <p>Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p> | <p>Sing/chant a part within a kecak vocal performance.</p> <p>Sing and play the melody of Kis nay banaayaa.</p> <p>Sing in a 4-part round accompanied with a pitched ostinato.</p> | <p>Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.</p> <p>Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p>Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</p> <p>Understand and recognise ternary form.</p> |
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