



Fairlands Middle School

We Collaborate, Achieve & Belong

Curriculum Progression Map

Subject: Performing Arts Music

Year 5	Autumn	Spring	Summer
Topic	Animals	Show	TV Themes
Skills	<ul style="list-style-type: none"> Identify composers' use of the musical elements (pitch, timbre, tempo, dynamics) to convey movement and character. Create a piece of music that uses a melody and ostinato. Use the conventions of music to start and stop the piece. Use simple pitch notation to write music on the stave. Listen to and evaluate own and others work using some musical vocabulary. 	<ul style="list-style-type: none"> Use a variety of different vocal warm ups Develop different vocal techniques Using the voice to sing alone, in two parts and as part of a large group Using a microphone correctly. 	<ul style="list-style-type: none"> Created TV theme music using melody and accompaniment. Use basic staff notation to perform and compose Prepare a piece for performance. Use further simple keyboard settings to enhance creative work. Listen to and evaluate own and others work using key vocabulary. Perform TV theme tunes
Knowledge	<ul style="list-style-type: none"> Know how composers create programme music/descriptive music based on the stimuli of animals Understand the words tempo, dynamics and pitch. Understand how animals can be described through music describing their size, shape, appearance and special characteristics. Know how to use basic key board functions. 	<ul style="list-style-type: none"> Know how to warm up the voice for singing Know how to sing in a variety of contexts Know how to use a microphone 	<ul style="list-style-type: none"> Know how composers use the musical elements to evoke an emotional response. Know how to create a piece of theme music. for a television programme. know how to listen to and evaluate own and others work. How to use a keyboard – volume, changing voice, low/high pitch, tempo

Key Vocabulary/reading opportunities	Pentatonic scale Melody and ostinato (accompaniment) Conventions to begin and end pieces of music Pitch Tempo Voice/instrument/timbre Dynamics	Vocal warm up Intonation Diction Dynamics Phrasing Solo and two-part singing Lyrics	Pentatonic scale Melody and ostinato (accompaniment) Conventions to begin and end pieces of music Pitch Tempo Voice/instrument/timbre Dynamics Structure – beginning and endings
Stretch and Challenge	Opportunity to compose alone. Questioning	Solo Small group singing	Opportunity to compose alone Extended pieces of composing Play keyboard with two hands
Links to Modern Britain	1.Work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. 2. classroom rules Focus on rewards to encourage high expectations of behaviour and approach to learning 4. Listening to and respecting others' work	2. Focus on rewards to encourage high expectations of behaviour and approach to learning 3. Choice of content 4. Listening to and respecting others' work	1.Work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. 2. Focus on rewards to encourage high expectations of behaviour and approach to learning 4. Listening to and respecting others' work
Gatsby links	Jobs Composer	Jobs Singer – soloist, backing vocals	Jobs TV theme tune composer
Hinterland Knowledge	Saint Saens context for composing Carnival of the Animals What is a composer-Youtube	Relate to stage shows they have seen Watch short excerpt from last year	Relate to TV shows they have watched Watch clips of TV theme music

Year 6	Autumn	Spring	Summer
Topic	South America	Pictures	African Drumming
Skills	<ul style="list-style-type: none"> Perform syncopated ostinato rhythms and melodic patterns using appropriate instrumental techniques. Group and class ensemble playing singing. Listen to and identifying features of Andean and Brazilian music. Evaluate and appraise own and others' work using key vocabulary. Create music using features of South American music. 	<ul style="list-style-type: none"> Use art as a stimulus for musical composition. Compose melody and accompaniment using appropriate scale, chords and sounds. Discuss music using appropriate key vocabulary and term. Evaluate and appraise own and others' work using key vocabulary. Play a melody using an unusual beat pattern 	<ul style="list-style-type: none"> Perform and create African style music with an understanding of musical conventions and processes, Explore different rhythmic processes used in African music and apply these to composition work. Listen to a range of different African music, identifying characteristic musical features. Evaluate and appraise own and others' work using key vocabulary.
Knowledge	<ul style="list-style-type: none"> Know about the instruments and rhythms used in the music of the Andes. 	<ul style="list-style-type: none"> Know that composers use stimuli to inspire composition. 	<ul style="list-style-type: none"> Know the main rhythmic musical features and devices used in African music.

	<ul style="list-style-type: none"> Know how to play instruments using appropriate technique. Know how to appraise own and others work Know how to combine given ideas into a piece of composition. 	<ul style="list-style-type: none"> Know how to use tempo, timbre, duration and pitch to create a piece of descriptive music. Know how to describe musical features in a piece of music Know how to develop and refine composition work. 	<ul style="list-style-type: none"> Know how different African Drum performance techniques affect the timbre and sonority of the sounds produced. Know how to perform and improvise simple rhythms and more complex cyclic rhythms. Know how to combine patterns to create polyrhythms and a polyrhythmic texture.
Key Vocabulary/reading opportunities	<p>Syncopation</p> <p>On beat and off beat Andean instruments Bossa Nova rhythms History of South American Music Listening task questions</p>	<p>Composer Drone Interrelated dimensions of music – pitch, tempo, dynamics, duration, attack and decay, texture, timbre, silence Effect Melody Suite/ Movement Unusual beat patterns Listening task questions</p>	<p>Djembe Performance technique Bass Tone and slap sounds Improvisation Textures – cyclic and polyrhythms African musical instruments Syncopation Call and response History of African Drumming</p>
Stretch and Challenge	<p>Perform more complicated parts. Play two ostinato together Act as accompanist for other performers Compose alone</p>	<p>Compose alone Perform with two hands questioning</p>	<p>Perform more complex rhythms Master drummer part Group leader</p>
Links to Modern Britain	<p>1. Work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. 2. classroom rules Focus on rewards to encourage high expectations of behaviour and approach to learning 4. Listening to and respecting others' work. Appreciation of music from another culture.</p>	<p>1. Work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. 2. Focus on rewards to encourage high expectations of behaviour and approach to learning 3. Choice of content 4. Listening to and respecting others' work</p>	<p>1. Work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. 2. classroom rules Focus on rewards to encourage high expectations of behaviour and approach to learning 4. Listening to and respecting others' work. Appreciation of music from another culture. 5. Understanding of beliefs in traditional African Music</p>
Gatsby links	<p>Jobs Music festival organiser Eco tourism guide</p>	<p>Jobs Orchestral musician</p>	<p>Jobs Concert promoter</p>
Hinterland Knowledge	<p>Video South American Music Images of traditional musicians</p>	<p>Context for 19th century composition Images of art gallery</p>	<p>Video African drumming Context of traditional music</p>

Year 7	Autumn	Spring	Summer Summer
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Topic	Form and Structure	Impressionism	Blues
Skills	<ul style="list-style-type: none"> Identify form and structure in music, recognise musical structures and be able to describe these using letters to identify the different sections – A, B, C etc. Create melody and accompaniment to a given structure. Record these using notation. Perform melody and chord accompaniments within musical structures. Evaluate their own and others work, making specific suggestions for improvement and using key vocabulary. 	<ul style="list-style-type: none"> Compose music using Impressionist features. Perform music by Debussy using the whole tone scale. Identify impressionist features in the music of Debussy and other composers. Evaluate own and others work using key vocabulary, and making specific suggestions for improvement. 	<ul style="list-style-type: none"> Play chords I, IV and V as triads and extend these into seventh chords triads. Use the Blues Scale to improvise ostinato, riffs and fills within the 12-Bar Blues. Perform “In the Mood” as part of a class and small group. Evaluate own and others work using key vocabulary, and making specific suggestions for improvement.
Knowledge	<ul style="list-style-type: none"> Know the importance of structure when composing music. Recognise some traditional musical structures. Know how to create a melody and accompaniment. Use appropriate terminology when describing musical features. 	<ul style="list-style-type: none"> Know about the broad conventions of impressionist music. Know how to select appropriate timbres and scales to create Impressionist effects in music. Know about the work of the composer Debussy. Know follow and create a graphic score. Know how other composers are influenced by impressionist music. 	<ul style="list-style-type: none"> Know how Chords and Triads are performed, notated, and used in Blues. Know how to improvise using the notes of the Blues Scale and the 12 bar blues chord sequence
Key Vocabulary/reading opportunities	<p>Question and Answer/ call and response Rhythm notation Melody structure Phrasing Melody composing Binary form Ternary form Harmony</p>	<p>Orchestra Graphic shapes Dorian mode/Pentatonic scale/Whole tone scale Ostinato/Drone Tone/Semitone Interval Chord spacing</p>	<p>12-Bar Blues/ Chord Sequence Blues Song Structure (AAB) Blues Scale Blues Song Lyrics Chords and Seventh Chords Chord Vamps Improvisation Swing/Swung Rhythms</p>

	Chords Adding chords to a melody Tonic triads Treble clef pitch and rhythm notation Listening task questions	Parallel chords Sustained chords Clusters/ dischord Score Timbre Listening task questions	Ostinato Riffs, Fills and Solos Listening task questions
Stretch and Challenge	Compose alone Create complex melody and accompaniment Perform with two hands	Compose alone Create music that uses many features of Impressionism Perform with two hands	Improvise complex melodies Improvise over a chord sequence in the left hand
Links to Modern Britain	1. Work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. 2. Classroom rules Focus on rewards to encourage high expectations of behaviour and approach to learning 3. Select direction for creative work 4. Listening to and respecting others' work.	1. Work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. 2. Classroom rules Focus on rewards to encourage high expectations of behaviour and approach to learning 3. Select inspiration for creative work 4. Listening to and respecting others' work.	1. Work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. 2. Classroom rules Focus on rewards to encourage high expectations of behaviour and approach to learning 4. Listening to and respecting others' work.
Gatsby links	Jobs Orchestral Musician	Jobs Music Journalist Concert promoter	Jobs Jazz Musician Street performer
Hinterland Knowledge	Classical music traditions	Orchestra – what is it?	History of Blues – links to slavery and Civil war

Year 8	Autumn	Spring	Summer
Topic	Film Music	Variations	Pop Song
Skills	<ul style="list-style-type: none"> Identify how film music reflects the context in which it is used and draws on a variety of musical devices. Perform leitmotifs from well-known film music. Create a leitmotif for a film character using effective melody composing techniques and change it to match the mood on screen. 	<ul style="list-style-type: none"> Identify composers use of the interrelated dimensions/elements of music to create variations. Use different techniques to vary an existing theme. Change the tonality of a piece of music. Complete and refine two variations using skills, knowledge and understanding of techniques. 	<ul style="list-style-type: none"> Understand and use lead sheet notation, evaluating what musical information is, and is not, included in this form of notation. Create a musical arrangement of a popular song from a Lead Sheet in their chosen style/genre. Identify “cover version” by listening to and examining a range of different musical

	<ul style="list-style-type: none"> Record composition using staff notation, demonstrating an understanding of scoring. Evaluate own and others work showing improvement and development over time. 	<ul style="list-style-type: none"> Evaluate own and others work showing improvement and development over time. 	<p>arrangements of the same song for stylistic and elemental changes.</p> <ul style="list-style-type: none"> Manipulate, refine and adapt existing and new musical material to create a final arrangement of a song.
Knowledge	<ul style="list-style-type: none"> Know how music can enhance the visual imagery and dramatic impact of film. Know how composers combine the elements of music in order to create effective film music and how composers use different techniques to create music that reflects the emotional and narrative messages of a film. Know how film music developed during the twentieth century. Know how to build tension in music. 	<ul style="list-style-type: none"> Know how composers have used the interrelated dimensions/elements of music and devices to create variations on different themes. Know how to make own variations on a theme. 	<ul style="list-style-type: none"> Know about the importance of Hooks and Riffs, Popular Song Structure and the various difference components/sections within melodic motion and lyrics. Know about the different textural and structural elements of a song/popular song. Know about the different musical information given on a lead sheet in creating a musical arrangement of a popular Song.
Key Vocabulary/reading opportunities	<p>Leitmotif Soundtrack Theme music Mickey-mousing Sound effects Motif Timbre Melodic structure Step and leap Chords- tonic triads, broken chords, rhythmic chords, chord patterns and sequence Harmony/harmonisation Listening task questions</p>	<p>Theme Variation/Variation form Canon/round Ground bass Pitch Tempo Dynamics Texture Counter melody Timbre and sonority Inversion Retrograde Retrograde inversion Melodic decoration Tonality – major and minor Listening task questions</p>	<p>Popular Song Structure Introduction (intro) Verse/Strophic Link/Pre-Chorus and Chorus Bridge/Middle 8 Coda (outro) Lyrics Hook/Riff Melody/Counter-Melody Texture Chords/Accompaniment/ Bass Line Lead Sheet Arrangement Cover Version Melodic Motion – Conjunct/Disjunct, Instruments, Timbres and Sonorities in Songs. Listening task questions</p>
Stretch and Challenge	<p>Compose alone Perform more complex music in two parts Questioning</p>	<p>Employ more complex variation techniques Compose alone Questioning</p>	<p>Perform more complex part Group leader Questioning</p>
Links to Modern Britain	<p>1.Work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. 2. Classroom rules</p>	<p>1.Work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. 2. Classroom rules</p>	<p>1.Work in groups and learn to cooperate, listen to other viewpoints and persuade others accepting differing points of view. 2. Classroom rules</p>

	Focus on rewards to encourage high expectations of behaviour and approach to learning 3. Select inspiration for creative work 4. Listening to and respecting others' work.	Focus on rewards to encourage high expectations of behaviour and approach to learning 3. Select direction for creative work 4. Listening to and respecting others' work.	Focus on rewards to encourage high expectations of behaviour and approach to learning 3. Select direction for performing work 4. Listening to and respecting others' work.
Gatsby links	Jobs Film music composer Sound engineer Recording studio technician	Jobs Music publisher	Jobs Session musician Pop musician DJ
Hinterland Knowledge	Early film music and silent movies		Video/ listening cover versions History of pop music

1. Democracy
2. The rule of law
3. Individual liberty
4. Mutual respect
5. Tolerance of those of different faiths and beliefs

Etymology

Reading