

**Buttsbury Junior School Music Progression**

<b>Year 3</b>	<b>Listening</b>	<b>Understanding Rhythm</b>	<b>Improvising and Composing</b>	<b>Singing and Performing</b>	<b>Understanding musical notation</b>	<b>Understanding the history and context of music including the Great Composers</b>
	<p>Listen with direction to a range of high-quality music and recognise a range of instruments</p> <p>Comment on likes and dislikes. Notice and explore the way sounds can be combined and used expressively.</p>	<p>Find the pulse within the context of different songs/music with ease.</p>	<p>Improvise, inventing short, on the spot, responses using a limited note range.</p> <p>Structure musical ideas to create music that has a beginning, middle and end.</p> <p>Combine known rhythmic notation with letter names, using three notes, C, D, E.</p> <p>Compose song accompaniments on untuned percussion using known rhythm and note values.</p>	<p>Sing a range of unison songs Perform forte and piano.</p> <p>Perform actions confidently and in time in to a range of action songs.</p> <p>Perform with confidence.</p>	<p>Develop an understanding of formal written notation which includes crotchets, paired quavers and minims. Use notes C, D and E.</p>	<p>Understand that composition is when a composer writes down and records a musical idea.</p>

<b>Year 3 Brain Busters</b>	<b>Beat &amp; Pulse</b>	<b>Unison songs – Christmas Play</b>	<b>Do, re mi – 3 note melodies</b>
	BB1: 'Pulse' is like the heartbeat of the music.	BB1: A drone is a note held for a long time.	BB1: Pitch refers to how high or low a sound is.
	BB2: A 'beat' is a basic unit of time.	BB2: Unison means everyone does the same thing at the same time.	BB2: Notation is one way of writing down music.
	BB3: A crotchet is 1 beat.	BB3: Solo means one person performing.	BB3: A note describes a certain pitch. E.g. C
	BB4: A quaver is a ½ beat.	BB4: Forte means loud.	BB4: A phrase is a musical section.
	BB5: A minim is 2 beats.	BB5: Piano means quiet.	BB5: C, D and E are three note names.

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Year 3	Beat & Pulse	Unison songs – Christmas Play	Do, re mi – 3 note melodies
Vocabulary	Pulse Beat Crotchet Quaver Minim Improvise Compose	Drone Unison Layered Solo Forte Piano Allegro Adagio Ostinato	Pitch Note Notation Phrase

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<b>Year 4</b>	<b>Listening</b>	<b>Understanding Rhythm</b>	<b>Improvising and Composing</b>	<b>Singing and Performing</b>	<b>Understanding musical notation</b>	<b>Understanding the history and context of music including the Great Composers</b>
	<p>Confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.</p> <p>Comment on musicians use of technique to create effect.</p>	<p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p>	<p>Improvise with a limited range of pitches, making use of musical features, including smooth (legato) and detached (staccato).</p> <p>Begin to consider structure when improvising.</p> <p>Use the pentatonic scale to sing and play short musical phrases.</p> <p>Compose music to create a specific mood, introducing major and minor keys.</p>	<p>Continue to sing a range of unison songs, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo).</p> <p>Introduce a simple second part to introduce vocal harmony.</p> <p>Sing rounds and partner songs in 2, 3 and 4 time signatures.</p> <p>Perform with confidence to a range of audiences.</p>	<p>Develop an understanding of formal written notation which includes crotchets, paired quavers, minims and their equivalent rests.</p>	<p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p>

<b>Year 4 Brain Busters</b>	<b>Drumming</b>	<b>Singing – Rounds &amp; Harmonies</b>	<b>Pentatonic Scale - Musicianship</b>
	N/A	BB1: Dynamics mean how loud or quiet the music is.	BB1: A rest is the absence of sound.
		BB2: Crescendo means to gradually get louder.	BB2: Major music sounds happy.
		BB3: Decrescendo means to gradually get quieter.	BB3: Minor music sounds sad.
		BB4: A round is when several musicians play the same melody but they start at different times.	BB4: Staccato means bouncy.
		BB5: A harmony is a musical line that works with the melody.	BB5: Legato means smooth.

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	<b>Drumming</b>	<b>Singing – Rounds &amp; Harmonies</b>	<b>Pentatonic Scale - Musicianship</b>
<b>Year 4 Vocabulary</b>	N/A	Dynamics Crescendo Decrescendo Round Melody/Harmony Static Moving harmony	Rest Major Minor Staccato Legato Pentatonic scale

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<b>Year 5</b>	<b>Listening</b>	<b>Understanding Rhythm</b>	<b>Improvising and Composing</b>	<b>Singing and Performing</b>	<b>Understanding musical notation</b>	<b>Understanding the history and context of music including the Great Composers</b>
	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Notice and explore how music reflects different intentions.</p>	<p>Recognise bar and metre.</p> <p>Be aware of the terms 'accelerando' and 'rallentando'</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>Recognise simple time and be aware of compound time.</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned instruments.</p> <p>Improvise over a simple groove, responding to the beat, considering structure and dynamics, e.g. fortissimo, pianissimo, mezzo forte and mezzo piano.</p> <p>Compose melodies made from pairs of phrases, in either C major or A minor.</p> <p>Compose short ternary pieces.</p> <p>Use chords to compose music to evoke a specific atmosphere.</p>	<p>Sing a broad range of songs, including three-part rounds, partner songs and songs with a verse and chorus, observing appropriate style.</p> <p>Perform with confidence to a range of audiences.</p>	<p>Develop an understanding of formal written notation which includes crotchets, paired quavers, minims, semibreves, semiquavers and their equivalent rests.</p> <p>Use the full octave of notes.</p>	<p>Develop an increasing understanding of the history and context of music.</p>

<b>Year 5 Brain Busters</b>	<b>Exploring Key Signatures</b>	<b>Music Technology</b>	<b>Exploring Rhythm with Percussion</b>
	BB1: A bar is a small segment of music.	BB1: A composer is someone who writes music.	BB1: 6/8 means there are 6 quaver counts in a bar.
	BB2: 4/4 means there are four crotchet beats in a bar.	BB2: Garage Band is a type of technology that supports music making.	BB2: A percussion instrument is sounded by being struck or scraped by a beater.
	BB3: An octave includes all the notes which are C,D,E,F,G,A,B	BB3: A motif is a musical idea.	BB3: A semibreve is 4 beats.

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	BB4: 3/4 means there are three crotchet beats in a bar.	BB4: Rhythm refers to the pattern of sounds and silences in music.	BB4: A key refers to a pre-arranged group of notes that work together.
	BB5: A key signature refers to how many beats are in a bar.	BB5: Percussion that does not have different pitches is called unpitched percussion.	BB5: The black notes on a piano are called 'flats' and 'sharps'.

	<b>Exploring Key Signatures</b>	<b>Music Technology</b>	<b>Exploring Rhythm with Percussion</b>
<b>Year 5 Vocabulary</b>	Simple Time Bar Metre Octave Fortissimo Pianissimo Mezzo forte Mezzo piano Compound time Accelerando Rallentando	Rhythm  (No more new vocabulary as now prior learning must be practised and embedded).	Semibreve.  (No more new vocabulary as now prior learning must be practised and embedded).

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<b>Year 6</b>	<b>Listening</b>	<b>Understanding Rhythm</b>	<b>Improvising and Composing</b>	<b>Singing and Performing</b>	<b>Understanding musical notation</b>	<b>Understanding the history and context of music including the Great Composers</b>
	<p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Notice, comment on and compare the use of musical devices.</p>	<p>Improvise melodic and rhythmic material within given structures.</p> <p>Recognise and understand compound time and syncopation.</p>	<p>Create music with multiple sections, including repetition and contrast.</p> <p>Extend improvised melodies beyond 8 beats or over a fixed groove.</p> <p>Plan and compose 8 and 16 beat melodic phrases using the pentatonic scale.</p> <p>Compose melodies in either G major or E minor, enhancing with rhythmic or chordal accompaniment where appropriate.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythm, observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Sing four-part rounds. Perform with confidence to a range of audiences.</p>	<p>Develop an understanding of formal written notation which includes crotchets, paired quavers, minims, semibreves, semiquavers and their equivalent rests.</p> <p>Use the full octave of notes.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>

<b>Year 6 Brain Busters</b>	<b>Blues Music</b>	<b>Drumming</b>	<b>Music Technology</b>	<b>Singing &amp; Performance – Year 6 play</b>
	<p>BB1: Syncopation is the accenting of a note which would usually not be accented (often described as off beat).</p> <p>BB2: A triad is a chord made up of three notes.</p>	N/A	<p>BB1: Ternary form is a three-part structure.</p> <p>BB2: The three sections in a ternary form piece are A, B, A.</p>	<p>BB1: Pizzicato is a playing technique that involves plucking the strings of a string instrument.</p> <p>BB2: Tremolo is a ‘trembling’ effect that can be made through shaking a string.</p>

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	BB3: A semiquaver is a $\frac{1}{4}$ beat.		BB3: The pentatonic scale involves only the black notes on a piano.	BB3: A playing technique refers to how an instrument is played.
	BB4: A diatonic scale is seven 'steps' up or down a key.		BB4: A 4/4 time signature is an example of simple time.	BB4: A genre is a style of music.
	BB5: There is one sharp in G major and E minor.		BB5: A 3/4 time signature is an example of compound time.	BB5: Blues is an example of a genre of music.

<b>Year 6 Vocabulary</b>	<b>Blues Music</b>	<b>Drumming</b>	<b>Music Technology</b>	<b>Singing &amp; Performance – Year 6 play</b>
	Syncopation Triads Semiquaver Diatonic scale	N/A	Ternary form  (No more new vocabulary as now prior learning must be practised and embedded).	Pizzicato Tremolo  (No more new vocabulary as now prior learning must be practised and embedded).