****

**Music Curriculum Progression Key Stage 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CYCLE A** | LCC Question | **Can you feel the force? (SCIENCE)** | **Why is electricity important? (SCIENCE)** | **Are Rainforests really important? (GEOGRAPHY)** |
| **Suggested music:** Can You Feel It - Jackson 5 (YouTube)Star Wars theme music - John Williams (YouTube)Big Yellow Taxi – Joni Mitchell (YouTube) | **Suggested music:** Tubular Bells – Mike Oldfield (YouTube)Smoke on the Water – Deep Purple (YouTube)The Sorcerer’s Apprentice – Paul Dukas (Classical 100 ) | **Suggested music:** Relaxing rainforest music (YouTube)The Lark Ascending - Ralph Vaughn Williams (Classical 100 )Flight of the Bumble Bee – Nikolai Rimsky Korsakov (Classical 100 ) |
| **Why is Brazil in the news? (GEOGRAPHY)** | **Where do mummies come from? (HISTORY)** | **Who or what is Skara Brae? (HISTORY)** |
| **Suggested music:** Mambo - Leonard Bernstein from West Side Story (Classical 100 )Rhapsody in Blue – Gershwin (Classical 100 )Salsa, bossanova, musicBest carnival party (YouTube) | **Suggested music:** Danse Macabre – Camille Saint-Saens (Classical 100)Traditional African Music compilation (YouTube) | **Suggested music:** Skara Brae - traditional Irish Music sung in Gaelic (YouTube)Tis a Gift to be Simple (Lord of the Dance) – arranged by Aaron Copeland (YouTube) |
| Knowledge andSkills | **Year 3 Skills**  * I can perform and compose using the following :

Cat Monkey Rest Cow Armadillo* I can play in class ensemble using tuned and untuned percussion.
* I sing, regularly working on dynamic contrasts.
* I can improvise using all known rhythm tags.
* I can compose a piece in binary (two part) form - AB.
 | **Year 3 knowledge** * recognise all four families of the orchestra.
* recall a simple tune from memory.
* able to sing a song from memory.
* able to use rhythm flash cards and/or graphic scores.
* know notation middle C to A.
* able to listen to a selection of different pieces of music, including live music.
 |
| **Year 4 Skills** * I can perform and compose using the following :

Cat Monkey Rest Cow Armadillo Elephant* I can play in class ensemble with a sense of what’s going on in the whole group.
* I can sing contrasting styles of songs using different tempo and dynamics.
* I can improvise using all known rhythm tags.
* I can compose a piece in ternary (three part) form - ABA.
 | **Year 4 knowledge** * identify key individual instruments in a piece.
* able to clap back a two bar rhythm pattern.
* able to sing a song from memory.
* able to use rhythm flash cards and/or graphic scores.
* know notation middle C to C.
* able to talk about how music makes you feel, show understanding of the **structure**, **tempo** and **dynamics.**
 |
|  **Year 5 Skills**  * I can perform and compose using the following:

Cat Monkey Rest Cow Armadillo Elephant Anteater* I can play in ensemble with increased leadership skills and sense of what’s going on in the whole group.
* I can sing echo and part songs.
* I can improvise and then develop a composition from this.
 | **Year 5 knowledge** * aware of different textures and timbres.
* able to clap back a four bar rhythm pattern.
* able to sing or clap back a main theme from a listening exercise.
* able to notate compositions using the most appropriate method applicable.
* able to write and talk about music, showing understanding of the inter-related dimensions.
* able to listen to variety of composers and traditions.
 |
| **Year 6 Skills** * I can say the correct names for all note values from a semiquaver to a semibreve.
* I am beginning to understand and add compound rhythms, see below.

Macintosh HD:Users:heatherbarlow:Desktop:Rhythm Tag pictures:Compound rhythms.tiff* I can perform or sing a solo with increased confidence and control.
* I can sing in parts as well as 2 and 3 part rounds.
* I make all performances as expressive as possible.
 | **Year 6 knowledge** * able to create a composition from a given or chosen stimulus that shows understanding of the inter-related **dimensions** of music
* able to clap back a four bar rhythm pattern.
* able to sing or clap back a main theme from a listening exercise.
* able to notate compositions using the most appropriate method applicable.
* able to write and talk about music, showing understanding of the inter-related dimensions and making comparisons across genres.
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CYCLE B** | LCC Question | **Where is your shadow? (SCIENCE)** | **What’s the best material? (SCIENCE)** | **Why is Stockport special? (GEOGRAPHY)** |
| **Suggested music:** Theme from The Deer Hunter - The Shadows (YouTube)The Young Person’s Guide to the Orchestra --Britten (Classical 100 ) | **Suggested music:** Fanfare for the Common Man - Copeland (Classical 100 )Little Boxes - Pete Seeger (YouTube)Where Have All the Flowers Gone? – Peter, Paul and Mary (YouTube) | **Suggested music:** Songs by Blossoms Charlemagne, The Keeper etc (YouTube)Christians Awake - John Byrom (who was a Christian who attended St Mary’s Church in Stockport) |
| **Where does the Mersey go? (GEOGRAPHY)** | **Why is it the year of the….? (HISTORY)** | **Where did the Mersey go? (HISTORY)** |
| **Suggested music:** Ferry Cross the Mersey - Gerry and the Pacemakers (YouTube)Leaving of Liverpool – traditional folk song various artists (YouTube)About Foreign Lands and People- Robert Schumann (Classical 100 ) | **Suggested music:** Best Chinese folk music (YouTube)Morning Mood – Edvard Grieg (Classical 100 )Aquarium – Camille Saint-Saens (Classical 100 ) | **Suggested music:** Ferry Cross the Mersey - Gerry and the Pacemakers (YouTube)Leaving of Liverpool – traditional folk song various artists (YouTube)About Foreign Lands and People- Robert Schumann (Classical 100 ) |
| Knowledge andSkills | **Year 3 Skills**  * I can perform and compose using the following : Cat Monkey Rest Cow Armadillo
* I can play in class ensemble using tuned and untuned percussion.
* I sing, regularly working on dynamic contrasts.
* I can improvise using all known rhythm tags.
* I can compose a piece in binary form AB.
 | **Year 3 knowledge** * recognise all four families of the orchestra.
* recall a simple tune from memory.
* able to sing a song from memory.
* able to use rhythm flash cards and/or graphic scores.
* know notation middle C to A.
* able to listen to a selection of different pieces of music, including live music.
 |
| **Year 4 Skills** * I can perform and compose using the following :

Cat Monkey Rest Cow Armadillo Elephant* I can play in class ensemble with a sense of what’s going on in the whole group.
* I can sing contrasting styles of songs using different tempo and dynamics.
* I can improvise using all known rhythm tags.
* I can compose a piece in ternary (three part) form - ABA.
 | **Year 4 knowledge** * identify key individual instruments in a piece.
* able to clap back a two bar rhythm pattern.
* able to sing a song from memory.
* able to use rhythm flash cards and/or graphic scores.
* know notation middle C to C.
* able to talk about how music makes you feel, show understanding of the **structure**, **tempo** and **dynamics.**
 |
|  **Year 5 Skills**  * I can perform and compose using the following:

Cat Monkey Rest Cow Armadillo Elephant Anteater* I can play in ensemble with increased leadership skills and sense of what’s going on in the whole group.
* I can sing echo and part songs.
* I can improvise and then develop a composition from this.
 | **Year 5 knowledge** * aware of different textures and timbres.
* able to clap back a four bar rhythm pattern.
* able to sing or clap back a main theme from a listening exercise.
* able to notate compositions using the most appropriate method applicable.
* able to write and talk about music, showing understanding of the inter-related dimensions.
* able to listen to variety of composers and traditions.
 |
| **Year 6 Skills** * I can say the correct names for all note values from a semiquaver to a semibreve.
* I am beginning to understand and add compound rhythms, see below.

Macintosh HD:Users:heatherbarlow:Desktop:Rhythm Tag pictures:Compound rhythms.tiff* I can perform or sing a solo with increased confidence and control.
* I can sing in parts as well as 2 and 3 part rounds.
* I make all performances as expressive as possible.
 | **Year 6 knowledge** * able to create a composition from a given or chosen stimulus that shows understanding of the inter-related **dimensions** of music
* able to clap back a four bar rhythm pattern.
* able to sing or clap back a main theme from a listening exercise.
* able to notate compositions using the most appropriate method applicable.
* able to write and talk about music, showing understanding of the inter-related dimensions and making comparisons across genres.
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CYCLE C** | LCC Question | **Why does the seesaw go up and down? (SCIENCE)** | **Which came first, the chicken or the egg? (SCIENCE)** | **What makes the Earth angry? (GEOGRAPHY)** |
| **Suggested music:** Both Sides Now – Joni Mitchell (YouTube)Russian Dance – Igor Stravinsky (Classical 100 )Fireflies – Owl City (YouTube)Jurassic Park theme – John Williams (YouTube) | **Suggested music:** Pavane – Gabriel Fauré (Classical 100 )Hoe Down – Aaron Copeland (Classical 100 )Save the Animals, Save the Earth - Bianca Morales (YouTube) | **Suggested music:** Earth Song – Michael Jackson (YouTube)The Lark Ascending – Vaughan Williams (Classical 100 )Sorcerer’s Apprentice – Paul Dukas (Classical 100 ) |
| **What’s so special about the USA? (GEOGRAPHY)** | **Who let the Gods out? (HISTORY)** | **Why did the Germans follow Hitler? (HISTORY)** |
| **Suggested music:** Liberty Bell – John Philip Sousa (Classical 100 )Adagio – Samuel Barber (Classical 100 )Teach Your Children Well – Crosby Stills and Nash (YouTube)America – Simon and Garfunkel (YouTube) | **Suggested music:** Ritual Fire Dance – Manuel de Falla (Classical 100 )The Sabre Dance- Aram Khachaturian (Classical 100)Traditional Greek music (YouTube)Better Love – Katerine Duska Eurovision entry (YouTube) | **Suggested music:** Imagine – John Lennon (YouTube)Pack Up Your Troubles in Your Old Kit Bag – Felix Powell (YouTube)Brandenburg Number 5 – Johann Sebastian Bach (Classical 100 )O Fortuna – Carl Orff (Classical 100 ) |
| Knowledge andSkills | **Year 3 Skills**  * I can perform and compose using the following : Cat Monkey Rest Cow Armadillo
* I can play in class ensemble using tuned and untuned percussion.
* I sing, regularly working on dynamic contrasts.
* I can improvise using all known rhythm tags.
* I can compose a piece in binary form AB.
 | **Year 3 knowledge** * recognise all four families of the orchestra.
* recall a simple tune from memory.
* able to sing a song from memory.
* able to use rhythm flash cards and/or graphic scores.
* know notation middle C to A.
* able to listen to a selection of different pieces of music, including live music.
 |
| **Year 4 Skills** * I can perform and compose using the following :

Cat Monkey Rest Cow Armadillo Elephant* I can play in class ensemble with a sense of what’s going on in the whole group.
* I can sing contrasting styles of songs using different tempo and dynamics.
* I can improvise using all known rhythm tags.
* I can compose a piece in ternary (three part) form - ABA.
 | **Year 4 knowledge** * identify key individual instruments in a piece.
* able to clap back a two bar rhythm pattern.
* able to sing a song from memory.
* able to use rhythm flash cards and/or graphic scores.
* know notation middle C to C.
* able to talk about how music makes you feel, show understanding of the **structure**, **tempo** and **dynamics.**
 |
|  **Year 5 Skills**  * I can perform and compose using the following:

Cat Monkey Rest Cow Armadillo Elephant Anteater* I can play in ensemble with increased leadership skills and sense of what’s going on in the whole group.
* I can sing echo and part songs.
* I can improvise and then develop a composition from this.
 | **Year 5 knowledge** * aware of different textures and timbres.
* able to clap back a four bar rhythm pattern.
* able to sing or clap back a main theme from a listening exercise.
* able to notate compositions using the most appropriate method applicable.
* able to write and talk about music, showing understanding of the inter-related dimensions.
* able to listen to variety of composers and traditions.
 |
| **Year 6 Skills** * I can say the correct names for all note values from a semiquaver to a semibreve.
* I am beginning to understand and add compound rhythms, see below.

Macintosh HD:Users:heatherbarlow:Desktop:Rhythm Tag pictures:Compound rhythms.tiff* I can perform or sing a solo with increased confidence and control.
* I can sing in parts as well as 2 and 3 part rounds.
* I make all performances as expressive as possible.
 | **Year 6 knowledge** * able to create a composition from a given or chosen stimulus that shows understanding of the inter-related **dimensions** of music
* able to clap back a four bar rhythm pattern.
* able to sing or clap back a main theme from a listening exercise.
* able to notate compositions using the most appropriate method applicable.
* able to write and talk about music, showing understanding of the inter-related dimensions and making comparisons across genres.
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CYCLE D** | LCC Question | **What’s in our body? (SCIENCE)** | **Are you strong enough? (SCIENCE)** | **What makes mountains magnificent? (GEOGRAPHY)** |
| **Suggested music:** Skeleton Dance – Weldon Johnson (YouTube)Feeling Good – Nina Simone (YouTube)March Militaire – Franz Schubert (Classical 100 )Clog Dance – Ferdinand Hérold (Classical 100 ) | **Suggested music:** Work Til You’re Muscle Bound – Spandau Ballet (YouTube)Strong Enough – Cher (YouTube)Hoe Down – Aaron Copeland (Classical 100 )Diamonds and Rust – Joan Baez (YouTube) | **Suggested music:** Fingal’s Cave –Felix Mendelssohn (Classical 100 )Night on Bare Mountain – Modest Mussorgsky (Classical 100 )Ain’t No Mountain High Enough - Marvin Gaye (YouTube) |
| **What is life like in the East? (GEOGRAPHY)** | **Is Stockport full of Mad Hatters? (HISTORY)** | **Is there anybody out there? (HISTORY)** |
| **Suggested music:** Troika – Sergei Prokofiev (Classical 100 )Largo – Antonin Dvorak (Classical 100 )Best Chinese folk music (YouTube)Morning Mood – Edvard Grieg (Classical 100 )Aquarium – Camille Saint-Saens (Classical 100 ) | **Suggested music:** Clog Dance – Ferdinand Hérold (Classical 100 )Pomp and Circumstance March No. 1 – Edward Elgar (Classical 100 )Where Did You Get That Tat? – Al Simmons (YouTube)Wherever I Lay my Hat – Paul Young (YouTube) | **Suggested music:** Jupiter – Gustav Holst (Classical 100 )Ave Maris Stella – Claudio Monteverdi (Classical 100 )Star Wars theme – John WilliamsRocket Man – Elton John (YouTube)Star Man – David Bowie (YouTube) |
| Knowledge andSkills | **Year 3 Skills**  * I can perform and compose using the following : Cat Monkey Rest Cow Armadillo
* I can play in class ensemble using tuned and untuned percussion.
* I sing, regularly working on dynamic contrasts.
* I can improvise using all known rhythm tags.
* I can compose a piece in binary form AB.
 | **Year 3 knowledge** * recognise all four families of the orchestra.
* recall a simple tune from memory.
* able to sing a song from memory.
* able to use rhythm flash cards and/or graphic scores.
* know notation middle C to A.
* able to listen to a selection of different pieces of music, including live music.
 |
| **Year 4 Skills** * I can perform and compose using the following :

Cat Monkey Rest Cow Armadillo Elephant* I can play in class ensemble with a sense of what’s going on in the whole group.
* I can sing contrasting styles of songs using different tempo and dynamics.
* I can improvise using all known rhythm tags.
* I can compose a piece in ternary (three part) form - ABA.
 | **Year 4 knowledge** * identify key individual instruments in a piece.
* able to clap back a two bar rhythm pattern.
* able to sing a song from memory.
* able to use rhythm flash cards and/or graphic scores.
* know notation middle C to C.
* able to talk about how music makes you feel, show understanding of the **structure**, **tempo** and **dynamics.**
 |
|  **Year 5 Skills**  * I can perform and compose using the following:

Cat Monkey Rest Cow Armadillo Elephant Anteater* I can play in ensemble with increased leadership skills and sense of what’s going on in the whole group.
* I can sing echo and part songs.
* I can improvise and then develop a composition from this.
 | **Year 5 knowledge** * aware of different textures and timbres.
* able to clap back a four bar rhythm pattern.
* able to sing or clap back a main theme from a listening exercise.
* able to notate compositions using the most appropriate method applicable.
* able to write and talk about music, showing understanding of the inter-related dimensions
* able to listen to variety of composers and traditions.
 |
| **Year 6 Skills** * I can say the correct names for all note values from a semiquaver to a semibreve.
* I am beginning to understand and add compound rhythms, see below.

Macintosh HD:Users:heatherbarlow:Desktop:Rhythm Tag pictures:Compound rhythms.tiff* I can perform or sing a solo with increased confidence and control.
* I can sing in parts as well as 2 and 3 part rounds.
* I make all performances as expressive as possible.
 | **Year 6 knowledge** * able to create a composition from a given or chosen stimulus that shows understanding of the inter-related **dimensions** of music
* able to clap back a four bar rhythm pattern.
* able to sing or clap back a main theme from a listening exercise.
* able to notate compositions using the most appropriate method applicable.
* able to write and talk about music, showing understanding of the inter-related dimensions and making comparisons across genres.
 |