

Wessex MAT Music Curriculum Model of Progression – Year 5 to Year 9 (updated Sept 23)

Subject Theme	Upper KS2 –Key Learning	Y5	Y6	KS3 – Key Learning	Y7	Y8	Y9
Musicianship	<ul style="list-style-type: none"> <li>Demonstrate a <b>sense of ensemble and performance</b> when singing or playing (using the elements effectively together, communicating/listening/practising effectively).</li> </ul>			<ul style="list-style-type: none"> <li>Demonstrate a clear <b>sense of performance</b> (can communicate) both as a solo and in an ensemble and know how to rehearse effectively and <b>respond to performance directions</b> as appropriate.</li> </ul>			
Singing	<ul style="list-style-type: none"> <li>Sing <b>3 part rounds/songs</b> with simple <b>2-part harmonies</b>, not always as part of a group, by memory, <b>in tune</b>, with more attention to detail such as <b>diction, phrasing, dynamics</b> etc and an awareness of song structure and <b>intent</b>.</li> </ul>			<ul style="list-style-type: none"> <li>Confidently sing more complex songs (<b>3-4 part rounds/more complex harmonies</b>, not always with a group), with attention to detail such as <b>diction, phrasing, dynamics</b> etc. and an awareness of song structure/<b>intent</b>.</li> <li>Start to <b>adapt their technique</b> to their gradually <b>changing voices</b> to maintain in tune singing</li> </ul>			
Technical Skills (instruments)	<ul style="list-style-type: none"> <li>Play <b>5-8 notes on keyboard</b> with appropriate use of fingers.</li> <li>Identify all <b>white notes</b> on the keyboard</li> <li>Play <b>3 chords on a ukulele</b> with appropriate strumming patterns (e.g C, F, Am)</li> <li>Play <b>melodic and rhythmic</b> instrumental parts (e.g melody, chords and bassline) <b>in time</b> with others with a <b>sense of ensemble</b>.</li> <li>Start to develop <b>'playing by ear'</b> on tuned instruments.</li> </ul>			<ul style="list-style-type: none"> <li>Play a limited range of notes/number of chords on at least <b>two instruments</b>, fluently and accurately with appropriate <b>instrument specific technique</b>. Start to 'specialise' on one particular instrument.</li> <li>Start to play more <b>complex/extended instrumental parts</b> (e.g. melody/chords/bassline/rhythm) in a <b>stylistic way</b> with others, with a <b>clear sense of ensemble</b>.</li> <li>Start to aim for a more <b>authentic performance</b>.</li> <li>Confidently identify <b>all notes on the keyboard</b> (including black notes).</li> <li>Show further development of <b>'playing by ear'</b> on tuned instruments.</li> </ul>			
Notation	<ul style="list-style-type: none"> <li>Read and understand basic <b>standard notation</b> appropriate to the instrument (<b>treble clef approx. 8 notes</b> and ukulele tab).</li> <li>Create <b>notation of rhythms and melodic patterns</b> they have created.</li> </ul>			<ul style="list-style-type: none"> <li>Read and play from basic standard notation on <b>treble and bass clef</b> (including understanding syncopated and dotted rhythms).</li> <li>Create <b>notation of their compositions</b> as appropriate.</li> </ul>			
Elements of Music and Vocabulary	Pitch: High/Low/rising/falling/step/leap / melody Dynamic: Loud/Quiet/crescendo/diminuendo Tempo: Fast/Slow Pulse Beat Downbeat/time signatures. Rhythm			Pitch: High / Low / rising / falling / step / leap / scale / arpeggio / melody Dynamic: Loud / Quiet / crescendo / diminuendo Tempo: Fast / Slow / accelerando / ritardando Pulse Beat Downbeat/time signatures.			

	<p>Instrument names  Call and response / round  Ostinato  Unison  Solo  Layered  Stave  Crotchet/quavers/minim/rest/semi-quavers  Strings, Woodwind, Brass, Percussion, keyboard.  Major/minor chords / triads  Major/minor scales  Chord progressions  Pentatonic scale  Drone  Bassline  Structure: Verse/chorus / Ternary/Binary</p>			<p>Rhythm: straight / swung / Syncopation / Dotted rhythms  Instrument names and Playing techniques e.g. pizzicato/ arco/  Tremolo  Call and response / round  Ostinato / Riffs  Solo  Layered  Stave  Crotchet / quavers / minim / rest/ semi-quavers / triplet  Strings, Woodwind, Brass, Percussion, keyboard.  Major/minor chords / triads  Tonality: Major/minor / pentatonic scales / Blues Scale/  Tonal/atonal  Drone  Bassline  Melody: Chord tones / passing notes / Diatonic/Chromatic  Structure: Verse/chorus / Ternary/Binary / Chord progressions /  12 bar blues  Texture: Unison / monophonic / homophonic / polyphonic</p>			
Composition Components - technical	<ul style="list-style-type: none"> <li>• Improvise or compose within defined structures (<b>binary/ternary/verse &amp; chorus/intro/ending</b>)</li> <li>• Show a greater understanding of how to <b>layer</b> sounds using <b>musical patterns</b> to create music (using melody (<b>major/minor scales &amp; arpeggios</b>), <b>ostinato/riff, drones/pedal note, chords, bassline</b>)</li> <li>• Use more <b>musical elements for specific effect</b> in a composition.</li> </ul>			<ul style="list-style-type: none"> <li>• Compose/improvise in a <b>stylistically</b> appropriate way, using <b>elements of music and musical devices</b> accordingly.</li> <li>• Understand and use a <b>range of harmonic devices</b> in composition: tonality, chords (dissonant/consonant), chord progressions, bassline, drone).</li> <li>• Understand and use <b>range of melodic devices</b> in composition: major/minor/chromatic/blues/pentatonic/riff/ostinato/scale/arpeggio/chord tones and passing notes.</li> <li>• Understand and use a <b>range of rhythmic devices</b> in composition: straight/swung/syncopated</li> <li>• Start to use <b>technology</b> to enhance musical creations</li> </ul>			
Creative Composition	<ul style="list-style-type: none"> <li>• Make suggestions to <b>improve</b> their own or others' work.</li> </ul>			<ul style="list-style-type: none"> <li>• Start to show an understanding of how <b>process/context</b> affects the creation of music.</li> <li>• Aim for more authentic compositions</li> <li>• Revisit, <b>improve and refine</b> composition work.</li> </ul>			
Musical Response – physical/aural/written	<ul style="list-style-type: none"> <li>• Identify and <b>categorise</b> nearly all instruments (e.g. instruments of the orchestra).</li> </ul>			<ul style="list-style-type: none"> <li>• Identify by ear and categorise all instruments and standard ensembles and start to recognise specific <b>instrument techniques</b> (e.g pizzicato).</li> </ul>			

	<ul style="list-style-type: none"> <li>Identify different musical elements (including use of tonality) and describe, using appropriate musical vocabulary, <b>how the elements create an effect/intent.</b></li> <li>Start to identify the <b>structure</b> (verse/chorus, binary, ternary etc), and <b>different layers</b> (melody, chords, bassline) of a piece of music.</li> <li>Express an <b>opinion</b> about a piece of music and talk about the <b>meaning</b> of the music.</li> </ul>			<ul style="list-style-type: none"> <li><b>Identify different elements and devices</b> (including use of tonality) and describe, using appropriate musical vocabulary, <b>how the elements create an effect/intent.</b></li> <li>Identify musical styles.</li> <li>Use technology to enhance understanding of musical elements and components.</li> </ul>			
Music in context (time and place)	<ul style="list-style-type: none"> <li>Show an understanding that music comes in different styles and from <b>different times and places.</b></li> </ul>			<ul style="list-style-type: none"> <li>Show an understanding that music comes in different styles and from <b>different times and places.</b></li> </ul>			
Repertoire Tracking							

#### Upper KS2 Stem Sentences:

- ✓ **Pitch** is how high or low a sound is. Let's sing this song at a higher pitch.
- ✓ **Dynamic** is how loud or quiet the music is. Let's sing this song at a quieter dynamic.
- ✓ **Tempo** is how fast or slow the music is. Let's sing this song at a faster tempo.
- ✓ **Pulse** is the steady heartbeat of the music. Let's all clap the pulse.
- ✓ **Ta** and **Tete** tell us how long or short the sounds are.
- ✓ **Beat** is when the pulse is put into groups. How many beats are there in this music?
- ✓ A **rest** is a 'shh' note
- ✓ **Diminuendo** is when the dynamic gradually gets quieter. (say this sentence with a diminuendo!)
- ✓ **Crescendo** is when the dynamic gradually gets louder. (say this sentence with a crescendo!)
- ✓ **Melody** is the tune. Let's all sing the melody.
- ✓ **Rhythm** is how long or short the sounds are. Can you clap the rhythm of the words in this song?
- ✓ **Structure** is the order of the sounds.
- ✓ **Ostinato** is a repeating pattern. Can we clap an ostinato to accompany this song?
- ✓ A **Round** is when people start playing or singing the same thing at different times. Let's sing this song as a round.
- ✓ **Unison** is when everyone sings or plays the same thing at the same time. Let's sing this song in unison.
- ✓ **Call and response** is when one person sings and everyone sings something after them. This song uses call and response.
- ✓ A **Drone** is a long note held under a melody. Let's accompany this song with a drone.
- ✓ **Tonality** describes whether a piece is major or minor.
- ✓ **Major** tonality sounds happy
- ✓ **Minor** tonality sound sad

- ✓ The **pentatonic** scale has five notes. 'Lil Liza Jane' is a pentatonic melody.
- ✓ Each **verse** uses the same melody with different words.
- ✓ Each **chorus** uses the same melody and the same words.
- ✓ **Binary** structure has two sections.
- ✓ **Ternary** structure has three sections – A B A
- ✓ A **Triad** is three notes played together to make a major or minor **chord**.
- ✓ The **Bassline** is the lowest sounding part of the music.

KS3 Stem Sentences (in addition to the Upper KS2 sentences):

- ✓ **Texture** is the layers in music and how they interact
- ✓ **Dotted rhythms** are bouncy
- ✓ **Swung rhythms** are bouncy and relaxed
- ✓ **Syncopated rhythms** work against the beat.
- ✓ **Diatonic** melody uses only notes 'in the key'
- ✓ **Chromatic** melody uses notes that are not 'in the key'
- ✓ **Homophonic Texture** is where all parts move together in harmony
- ✓ **Polyphonic Texture** is where all parts move independently
- ✓ **12 Bar Blues** is the pattern of chords used in Blues music.