





LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 6

Subject: Music

Unit Curriculum Strand  	Autumn: (1) Happy (Happy by Pharrell Williams, 2014) & (2) Classroom Jazz 2 (music: Bacharach Anorak and Meet The Blues by Ian Gray)	Spring: (3) You've Got a Friend (You've Got A Friend by Carole King, 1971)	Summer: (4) Reflect, Rewind and Replay (Variety of classical music from different time periods. E.g. L'autrier Pastoure Seoit, 1200s, and Armide Overture by Jean-Baptiste Lully, 1600s) & (5) End of Year Performance
Singing and playing (with technical accuracy, expression and control)	<p>Children can...</p> <ul style="list-style-type: none"> play and sing with a consistent and appropriate tone and good breathing control (1-5) maintain a strong sense of pulse and know when they are going out of time (1-5) <p>Children know...</p> <ul style="list-style-type: none"> how to maintain good posture when playing or singing (1-5) the importance of staying in time when singing or playing as well as how to stop and then restart in order to get back in time if a mistake is made (1-5) the symbols for time signatures, beats and bars written using staff notation (4) 		
Exploring sounds; creating and composing music	<p>Children can...</p> <ul style="list-style-type: none"> explore and experiment when they learn about new techniques in music (2-4) work well in a group and show respect for others by listening to their ideas and suggestions, adapting these to match the task (1-4) <p>Children know...</p> <ul style="list-style-type: none"> composition is creating your own melody within given boundaries; it can be notated or recorded in some way. (1&3) how to improve the effect of their own composition. (1&3) When they improvise using the notes they have been given, they cannot make a mistake (1&3) when improvising/composing, using 3 notes confidently is better than using 5 notes (1&3) 		
Rehearsing and performing	<p>Children can...</p> <ul style="list-style-type: none"> can sing and play music from a range of styles, genres and cultures (1-5) show an increase in confidence and expression when performing to an audience (1-5) adjust my their part when working as a musician with others (e.g. being quieter/louder when appropriate) (1-5) <p>Children know...</p> <ul style="list-style-type: none"> when to start singing/playing instrument by listening to the introduction/musical cues (without adult help) (1-5) when to pause during a rehearsal/performance by listening to the musical cues (without adult help) (1-5) 		
Listening and responding	<p>Children can...</p> <ul style="list-style-type: none"> listen carefully and can evaluate a range of music from different genres, styles and times (1-4) can give their opinions about their own and others' music sensibly and can justify these well (2-4) <p>Children know...</p> <ul style="list-style-type: none"> how to confidently recognise instruments and features of key musical styles (1-4) how to confidently discuss a variety of musical styles using accurate musical language (1-4) how music has changed and developed throughout history and can recall key features of certain periods (1,3 and 4) 		

