KS3/MIDDLE SCHOOL MUSIC PROGRESSION MAP

Music develops our pupils imagination and creativity, we provide opportunities for them to learn through music as well as about it. They develop their understanding of the musical elements and learn how music is structured by listening to music from different cultures and eras. They learn to use the technical vocabulary for these elements and as their confidence builds they enjoy the performance and compositional aspects of music.

Each year pupils will be learning:

Themes within subject	Year 5	Year 6	Year 7	Year 8	Year 9
singing/ rapping	Sing Rounds and begin to sing in 2 parts as part of a large group (whole/half class) Adapt vocals according to the style of the song and sing in different languages	Sing in 2 parts and as part of a smaller group e.g. 5 people. Sing in 4 parts as a class Use the voice beyond conventional singing e.g. vocal graphic scores	Sing/rap and play an instrument at the same time - simple rhythms	Sing and play an instrument at the same time - syncopated rhythms	Ssing in large ensemble settings (e.g. welcome service) Sing/rap as a lead performer Sing/rap when composing Use rap to form basis for technological manipulation (e.g. vocoder inUsing Logic)
listening	Distinguish between different instruments eg, piano, drums, guitar, saxophone, trumpet, violin, flute To recognise that music has patterns Recognise emotional intent in a range of music	Recognise different genres of 20th century music e.g. Pop, Hip Hop, Reggae, Musical Theatre, Jazz Recognise simple structural devices such as ABA structure, Verse and Chorus and patterns and sequences Recognise major and minor tonality	Recognise Use of elements of music with compositions and how they are used for musical effect e.g. Dynamics, tempo pitch timbre, texture Recognise the start of a cyclic chord pattern Recognise tonality within specific scales e.g blues scale	Recognise compositional devices e.g. Canon (Pachelbel's Canon) Recognise more complex structural devices such as pre-chorus, bridge - Head, solos, head Start to distinguish between primary and secondary chords	Use musical vocabulary accurately to identify key features of music from a wide range of different genres, cultures and traditions. Express opinions on what makes a piece successful, its purpose, intended audience. Build aural experience of wide ranges of styles and genres, including 'atonal'/non-diatonic music. understand and explain the effect a particular harmony has on the listener (dissonance/consonance/tension/resolution/word painting/modulation)

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composing	Compose 2 or 4 bar melodic phrases using a given technique e.g. chromatic scale, pentatonic scale Create modern (pop/rock) musical textures and basic structure using pre recorded loops	Compose 2 or 4 bar melodic phrases over a sequence of 2 chords using diatonic steps and leaps Compose for a purpose choosing tonality and structure to fit.	Compose an extended composition. using a variety of techniques. Compose for a specific purpose using musical elements and devices e.g. Dynamics, tempo, pitch, timbre, texture.	Compose melodies, chords and rhythm sequences over a more complex structure including intro, outro, verse, chorus, bridge, pre-chorus and use syncopated rhythms and polyrhythmic textures.	Understand and utilise diatonic harmony in a range of keys. Understand and use inversions and slash chords. Employ compositional devices such as melodic sequence. Understand and employ a range of timbres. Understand and employ a range of structures (e.g.strophic/music for moving image/32 bar song, 12 bar blues). Awareness of syncopation and melisma when composing melody/rap for vocals
Music Tech	Within Garageband: Edit loops to correct length Create multiple sections Change tempo Use DJ style filter FX		Use midi instruments to create/recreate a song Use Midi editing techniques to create a professional sounding piece: Velocity, Note length, Quantisation	Use effects e.g. reverb, delay, compression to add depth and space to the mix Create space in the mix by using panning Adjust volume over time using automation	Use of DAW technology (synthesis/sequencing/FX/audio manipulation/sampling, etc) when composing/remixing
Performing	Perform songs with 2 chords on ukulele Play simple melodies on the keyboard using right hand and keep in time with a beat	Perform songs up to 4 chords on ukulele Play melodies on keyboard as part of a polyphonic texture and keep in time with a beat Play a riff/ostinato a set number of times (Keep count/feel 4x 8x)	Perform songs with up to 4 chords using a variety of instruments such as keys/bass/ukulele/drums as part of a small ensemble Play chords and simple bass line in left hand Play chords and simple melodies at the same time	Start to independently learn chords from chord charts/symbols and develop ability to play independently as part of a small ensemble Play chords in more challenging keys/ use rhythm between the two hands/ accompany with more complex bass lines	Show versatility in performing using instruments such as drum kit, bass guitar, electric/acoustic guitar, keyboards, showing an awareness of timbre through patch choice, tone controls, use of FX

		Use left hand to play chords and broken chords	Develop playing untuned instruments as part of a modern ensemble e.g. drum kit with multiple parts played at the same time	Develop playing untuned instruments with complex polyrhythms eg. African drums in small ensembles	
	Perform an improvised piece using up to five notes e.g. pentatonic scale	Develop playing untuned instruments with complex rhythms e.g. samba drums in class ensemble settings	Develop improvisation using more complex scales e.g. blues scale	Develop rhythmic improvisation with more complex rhythms using syncopation and cross rhythms	
notation and music theory	Simple rhythm notation crotchets quavers minims and note letters including #s

Read basic melodies using TAB for ukulele

Understand the chromatic scale and pentatonic scale | Use of graphic notation and triplets and dotted rhythms

Learn to read chord symbols for both ukulele and piano using white notes

Read and write the diatonic scale (white notes) over an octave | Learn to read music on treble clef over an octave using # and b

Use 4 and 6 line tab and read chord symbols including bs and #s

Understand how to build a major scale using tones and semitones | Extend rhythmic notation from semi breves to semiquavers and include bass clef

Understand how to build chords using semitones

Learn the interval relationship for other scales e.g. Blues scale | Read staff notation in treble and bass clefs.

Understand chord symbols, read TAB for guitar, bass and ukulele, read drum notation and use appropriate notation when composing (polyrhythmic percussion grids/chord symbols/TAB/staff notation)

Follow skeleton scores when listening to music

Incorporate performance directions into notation (dynamics, articulation, use of repeats etc) |
| **Vocabulary** | pentatonic, call and response, accapella, quaver, crotchet, minim, bar, time signature, tempo, pitch, melody, chords, chromatic, strum, note, fret, body, sound hole, tuner, vocal chords, scale, loops, DAW, GarageBand, genre, pitch, track, tempo, loop, metronome, mixing, structure, section, riff, bass, play head, ABA structure, composition, "catchy", counterpoint, sharp, black notes, cycle, duration, repeat, | Rhythm, Samba, Brazil, Call and Response, break, Mestre de Bateria, Tamborim, Ganza, Caixa, Repinique, Surdo, carnival, Pulse, tempo, dotted notes, triplets, 90 bpm, culture, Rap, Bass line, break, South Bronx New York, DJ, Drum Loop, Record Decks, Scratching, lyrics, break-beat, graffiti, art, intro, outro, collaboration, count-in, high-hats, bass drum, snare drum, MC, minimalism, abstract, impressionism, motif, ostinati, | Blues, scale, blue notes, primary chords, improvisation, flats, sharps, 12-bar blues, slavery, chord progression, primary chords, major/minor chords, triads, muscle memory, guitar, bass, ukulele, tab, strings, 4-line TAB, 6-line TAB, chord progression, dynamics, texture, steel pan, mallet, g-major scale, melody, chords, crotchet rest, minim rest, bar, beat, time signature, repeat, semitone, interval, cluster chords | chords I, IV and V (dominant) seventh chords slash chords cadence turnaround improvisation head, Chord Sequence, Bass Drum, Snare Drum, High Hats closed/open, Bass Guitar, Electric Guitar, Amplifier, Synthesizer, Instrument cable, Tempo, Arrangement, Intro Outro, Instrumental section, Melody, Chords, Bass Line Drum Beat, | chord symbols (major/ minor/suspended/7ths

FX   Polyrhythms |

	major/minor, chord progression, arrange, steps, leaps, melodic, rests, oral tradition, ensemble, solo, instrumental, dynamics, crescendo, diminuendo, piano, forte, mezzo-piano, mezzo-forte, swing, chorus, verse, harmony, fables, unison, lead singer vs chorus	timbre, harmony, discord, phase shifting, Riff, ostinato, hook, melody, 2 bar cycle, 4 bar cycle, repetition, rhythmic counterpoint, repeat symbol, treble clef, Film Score, Programme Music, Silent movie, Albertti Bass, Melody, Chord, 2,4,8,16 magic numbers, Leitmotif, Repetition, Accompaniment, Major, Minor, Consonant harmony, Dissonant harmony, Legato, Staccato, Ostinato, John Williams, Hans Zimmer, Danny Elfman, Tab, chord symbol, strings, chord progression/sequence, arrange, strum, pick, Chord, Major, Minor Chord Sequence, C, F, Dm, Am,G, Sweet Spot, Note,I IV and V, Primary chords, Strum, relative Key, Tuning Key/peg, Body, Neck, Fret, Hawaii, Sound Hole, Fretboard, nut, head		Chords maj/min F C Dm Bb, Genre, Structure/form, Vocal harmony, Melodic/vocal range, Accompaniment, Verse, Chorus, Bridge, Instrumental solo, XLR Male/female, Input/Output, Vocal technique, Dynamic/directional Microphone, Djembe, call and response, master drummer, tone, bass, slap, texture, polyrhythm, monophonic, homophonic, polyphonic, heterophonic, drum head, bell of the drum, foot, rim, improvisation	