

Richard Coates CE Primary School Music Progression Document

National Curriculum Objectives (Based on EYFS Framework 2001 and New Model Curriculum For Music 2021)	Skills Progression	How This Looks in Our Curriculum
<u>EYFS:</u> Pupils should be given opportunities to: • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others • when appropriate – try to move in time with music. The use of songs, movement and rhyme will be used to develop transferable skills to support all seven areas of learning and development. In particular: • language skills • memory skills, • coordination and motor skills, • Counting skills • developing self confidence, co-operation and turn taking skills	Nursery <u>Singing</u> • Use their voice to speak/sing/chant • Join in with the singing familiar songs, such as Nursery rhymes and songs from movies <u>Listening</u> • Shows interest in different types of music (played in the setting, at home, during performances) • Identify and distinguish environmental sounds using key vocabulary e.g. loud, quiet • Identify some musical instruments by name such as drum, guitar • Can identify how an instrument might be played e.g. bang, shake <u>Performing</u> • Children clap to a beat in a group • Explore with creating sounds with different instruments and other resources (pots and pans, sticks, etc) and perform as a group <u>Composing</u> • Explore the different sounds they can make with their voice/body • Explore a range of sounds with instruments (shakers, drum, tambourine) • Explore making sounds using other resources (sticks, tin cans)	Continuous provision: children will always have access to a range of untuned percussion instruments (both inside and outside) and scarves. Adults in Nursery will draw on a bank of games and ideas to encourage exploration: stop and go, loud and quiet and tappers, scrapers and shakers. Children will have access to a range of nursery rhyme puppets. Daily offer: children will sing a range of nursery rhymes every day. Routine songs will be used throughout the day. Autumn 1: Children will familiarise themselves with school life by joining in with routine songs and exploring the continuous provision. Harvest Festival rehearsals Autumn 2: Children use the carnival of the animals 'fossils' to inspire explorations using a xylophone. They will use percussion picture cards to 'record' their compositions. Christmas play rehearsals

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		Spring 1: Children will use instruments to make simple alien 'soundscapes' and describe the sounds they hear, saying what sort of alien each instrument represents - e.g. Loud/ quiet alien. Spring 2: Children learn to tap along to a beat in a variety of ways-clap, tap, stamp. Summer 1: Children will learn the difference between tappers, shakers and scrapers and learn the names of some percussion instruments. Summer 2: Children will listen to live musical instruments and learn about different ones and how they are played.
	Reception <u>Singing</u> • Sing a range of well-known nursery rhymes and songs of interest (movies, performances) • Sing simple songs from memory. <u>Listening</u> • Can say if they like or dislike a piece of music (played in the setting, at home, during performances)Begin to describe the sounds, using key vocabulary (e.g. loud, soft, high, low, fast, slow) • Begin to express how music makes them feel • Identify a range of musical instruments by name	Continuous provision: children will always have access to a range of untuned percussion instruments (both inside and outside). Adults in Reception will draw on a bank of games and ideas to encourage exploration: stop and go, loud and quiet and tappers, scrapers and shakers. Children will have access to a range of nursery rhyme puppets. Daily offer: Routine songs will be used throughout the day.

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	such as drum, guitar, tambourine, maracas • Can identify how an instrument might be played e.g. bang, shake • Begin to make sounds/suggestions to represent an image/topic/theme <u>Performing</u> • Perform their own songs and chants • Perform songs and rhymes with others • Perform to their peers • Move in time with the music in a group • Learning songs to perform by heart • Children clap short rhythmic patterns in a group and play 'copy me' • Experiment with creating sounds with different instruments and resources and perform in a group and to one another <u>Composing</u> • Make a range of sounds with their voice • Make a range of sounds with instruments and other resources (tins, sticks) • Begin to sequence sounds to create a rhythm or beat • Join in with simple clapping patterns • Begin to copy and perform simple rhythm patterns using instruments	Autumn 1: Charanga- Me! Children will explore the topic of themselves by learning simple rhymes and discussing the ones they enjoyed and why. Harvest Festival rehearsals Autumn 2: Abacadabra magic topic- children explore magical sounds to create 'soundscapes' and describe the dynamics using adjectives. Christmas play rehearsals Spring 1: Children will create a graphic score of music they have heard and then music they are creating. Spring 2: Children to learn how to play hot Cross buns on the xylophone and see if they can graphically represent the pitches. Summer 1: Link to topic 'what's under my feet'- children to use natural materials to create music, describing the sounds they hear and exploring with tappers, scrapers and shakers.
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		Summer 2: Children will listen to live musical instruments and learn about different ones and how they are played.
<u>KEY STAGE 1:</u> Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music Pupils will be given opportunities to : • internalise key skills and techniques through a range of activities, including call-and-response songs and chants, improvisation, movement and active listening.	Year 1 <u>Singing/Performing:</u> To perform a range of songs showing a good sense of pitch, timing and dynamic control. To use instruments to keep a steady beat, to perform an ostinato accompaniment and to perform sound poems, with control and care, including the use of dynamic control and following performance signals <u>Composing:</u> To select and combine percussion instruments, including pitched instruments, creating melodies with at least two different pitches with a rhythmic accompaniment, to accompany stories and poems. <u>Notation Skills:</u> To record sound selections showing a sense of order and dynamics. (ie, using graphic scores) To record simple two note melodies using the top and bottom of a major third (doorbell) i.e....C and E. above and below a one-line staff. <u>Listening, Appraising and Understanding:</u> To be given the opportunity to listen to short pieces/extracts of music from a variety of genres, including live performances.	Weekly singing assemblies: with a focus on Autumn 1: Charanga- Hey You! Children will learn to enjoy, listen and appraise a variety of rap songs. They will learn the difference between pulse, rhythm and pitch. They will learn how or play a beat along to the song. End of half term harvest rehearsals Autumn 2: Children will learn simple notation- they will write the first 2 bars to jingle bells. Children will create their own piece using a Christmas backing (sleigh bells, woodblock and tambourines) Christmas play rehearsals Spring 1: Charanga- In the groove. Children will focus on learning this song in various styles:

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• create music through improvisation and begin to learn some simple compositional techniques and structures • engage with music as performers, music-creators and audience. • develop a strong internalised sense of pulse, rhythm and pitch, through a rich range of musical interactions including singing, moving and performing using untuned (e.g. wood block) and tuned (e.g. recorders) instruments • gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of genres and styles	To be able to respond to what is heard using movement and dance showing a good sense of pulse and interpretation of character. To be able to identify and describe high and low pitch, fast and slow tempo, how a piece of music makes them feel and to identify and name some instruments they can hear.	baroque, Latin, bhangra, folk and funk, appraising each one along the way. They will listen and comment upon each style. Spring 2: Soundscape- what might you hear at the zoo? Class composition- link this to paws claws and whiskers. Instruments for the different sounds of animals along to the story class 2 at the zoo. The Zootime Charanga unit is also a nice link to topic. Summer 1: In a link to their topic on toys, children will design and make their own working musical instruments (untuned) from recycled materials and use them to create a piece of music (as a class) Summer 2: Children will participate in MADD week with music activities linked to listening playing and performing. Charanga- Round and Round This is a six-week unit that builds on previous learning. All the learning is focussed around one song: Round And Round, a Bossa Nova Latin style.
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	Year 2 <u>Singing/Performing</u> • Sing with greater confidence and control. • Know how to use high, low and middle voice • Sing songs with more accurate pitch • Maintain a simple part of a round • Sing a wider range of songs from memory • Begin to perform songs using creativity and expression. To perform on a range of percussion instruments with good control and accuracy, including tuned percussion instruments. <u>Composing:</u> To use pitched percussion instruments to create simple melodies of at least four bars in length using the first three notes of a major scale, adding a rhythmic or melodic ostinato line. Create and perform melodies and rhythms to create sound stories and poems. <u>Notation Skills:</u> To be able to record crotchets, quavers, a crotchet rest and a minim, using conventional notation.	Children will solidify the dimensions of music (pulse, rhythm, pitch etc) as well as singing and playing instruments. Weekly singing assemblies: with a focus on Autumn 1: Introduction to xylophones- Children will experiment using the tuned percussion and compare this to untuned. They will create small improvised melodic patterns and write them down in basic notation. End of half term harvest rehearsals Autumn 2: Children will learn more about musical notation.- they will learn about note lengths and how to represent them on staves. They will 'write musical words' on the staves. Christmas play rehearsals Spring 1: Charanga: I want to play in a band. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.
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	To be able to notate a melody line using the first three notes of a major scale, using one line stave and/or multilink or squared paper. <u>Listening, Appraising and Understanding:</u> To be given the opportunity to listen to short pieces/extracts of music from a variety of genres, including live performances. To be able to talk about music listened to and composed, in musical terms which describe pitch, duration and the structure of simple melodies such as the use of repetition, introduction, coda, etc.	Spring 2: Charanga- Hands feet heart. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music. Summer 1: During this half term year 2 will have English and Maths Sat's. Children to use the freestyle section on Charanga to learn some songs linked to their topic. Summer 2: Children will participate in MADD week with music activities linked to listening playing and performing Charanga- Friendship. Children will continue to work on their singing and performance skills by learning a song about friendship, particularly focusing on accuracy and control.
<u>KEY STAGE 2 :</u> Pupils should be taught to:	Year 3 <u>Singing/performing</u> • Sing with increasing awareness of being in tune. • Sing songs from memory.	Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques.

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• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music Pupils will be given opportunities to: • continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening • create music through improvisation, exploring how to write music for a specific purpose	• Perform simple melodic and rhythmic parts. • Improvise repeated patterns. • Be understand the importance of pronouncing the words in a song well (articulation) • Show increasing confidence in control in voice. • Take part in two part songs • Have an awareness of the pulse internally when singing. Perform on tuned instruments with control (i.e., descant recorder, glockenspiel, chime bars) as a soloist and as part of a group. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups <u>Composing:</u> Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Compose song accompaniments on untuned percussion using known rhythms and note values. <u>Notation Skills:</u>	Autumn 1: Charanga- bringing us together. This topic links to the children’s PHSE topic, a Disco song about friendship, peace, hope and unity. End of half term harvest rehearsals Autumn 2: Research the history of stone age music- different musical instruments made from primitive materials. Children will create their own musical instruments using natural materials in the woods and compose a piece that the people in the stone age might create. Christmas play rehearsals Spring 1: Charanga freestyle: oceans and rivers- children will learn and perform a range of songs to support their geography topic and practise performing. Spring 2: Charanga- Glockenspiel 1. The learning is focused around exploring and developing playing skills through the glockenspiel. Children will use the scores in this unit to
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• develop notation skills, initially using graphic score, but moving on to staff notation • perform their compositions and improvisations both in their class and wider school audiences • hear high-quality live performances, either within school or in local concert settings • Further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles • The history of music will be explored in a variety of ways, placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections	To be able to record rhythm patterns accurately, using crotchets, quavers, minims correctly to fill bars in 4/4 time. To be able to notate a melody accurately using a five line stave and a range of five notes using conventional notation. <u>Listening, Appraising and Understanding:</u> To be given the opportunity to listen to short pieces/extracts of music from a variety of genres, including live performances. To be able to talk about music listened to and composed, in musical terms which describe pitch, duration and the structure of simple melodies such as the use of repetition, introduction, coda, etc. To be able to use the terms PIANO, FORTE, CRES/ DIM, RALLENTANDO,	further develop their understanding of musical notation. Summer 1: Charanga- Three little birds. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs, looking for appropriate features. Summer 2: Notation-children will learn about staves, time signatures, treble clef, note lengths and notes e-e. They will create and answer some musical sums.
	Year 4 <u>Singing/Performing:</u> To perform a wide range of songs, including those with syncopated rhythms and more complex melodies. To be able to play a pitched instrument as soloist or as part of a group, following directions for starting/stopping/dynamics and tempo with	<u>Autumn 1:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. First access recorders - learning the fingering and notations for the pitches of the right hand. Learning to play with clear articulation, improvising, playing simple melodies from notations. End of half term harvest rehearsals

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	accuracy and control <u>Composing:</u> To be able to compose a melody with 4 beats in each bar using the first five notes of a major scale, in binary or ternary form, with an introduction, bridge sections, coda and an accompaniment and using crotchets, quavers and minims. <u>Notation Skills:</u> To be able to record rhythm patterns accurately, using crotchets, quavers, minims and semibreves correctly to fill bars in 4/4, ¾ and 2/4 time. To be able to notate a melody accurately using a five line staff and a range of five notes using conventional notation. <u>Listening, Appraising and Understanding:</u> To be given the opportunity to listen to short pieces/extracts of music from a variety of genres, including live performances. To be able to talk about music listened to and composed, in musical terms which describe pitch, duration and the structure of simple melodies such as the use of repetition, introduction, coda, etc. <u>To be able to use the terms PIANO, FORTE, CRES/DIM, RALLENTANDO,</u>	<u>Autumn 2:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Learn Christmas song/s on recorder. Christmas play rehearsals <u>Spring 1:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. First access recorders 2: using the right hand notes to create a Ternary Form composition with an ostinato accompaniment. Notating compositions using staff notation and performing to the rest of the class. Consolidating rhythm work with a two week Chop Stick drumming project and a two week Cup percussion project. <u>Spring 2:</u>
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		Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Introduction to xylophones and the notes in a C major scale. Learning to play 'Once a Man Fell in a Well' to introduce Pitch notation in C major and the associated letter names. Learning to accurately notate an octave scale from middle C. Learning the ostinato accompaniment to Ed Sheeran's Bad Habits, <u>Summer 1:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. First Access Recorders 3: Learning the notes which use the Right hand and learning to play a selection of pieces, with ostinato accompaniments. <u>Summer 2:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques.
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		Ternary Form Composition work in C Major using xylophones, with an ostinato accompaniment, notated and performed to the class.
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	Year 5 <u>Singing/Performing:</u> • sing a wide range of songs in two part harmony and with a good sense of pitch, tempo and dynamics. • perform on a keyboard/descant recorder/chime bars or other tuned instrument with accuracy • perform a melody line or an accompaniment steadily and accurately. <u>Composing:</u> • compose a melody with a balanced structure in Simple-time, using various composition strategies such as repetition, sequencing, inverted melodies. • add an appropriate accompaniment to a melody, using melodic ostinato pattern and chord progressions. • be able to create a theme and variations composition, showing an understanding of the use of different ways of accompanying a melody and ways of varying a melody by changing rhythms/inverting a bar/etc • create a song composition with a sense of style and purpose using structure, texture, pitch range, rhythms and dynamics effectively, using the terms 'piano' and 'forte' as markings. <u>Notation Skills:</u> • notate rhythmic and melodic composition work covering a full octave range in C major, identifying the notes by letter name and adding a notated accompaniment line, using symbols for repetition, as well as Italian terms to mark dynamics and tempo.	<u>Autumn 1:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Introduction to xylophones and the notes in a C major scale. Learning to play 'Once a Man Fell in a Well' to introduce Pitch notation in C major and the associated letter names. Learning to accurately notate an octave scale from middle C. Learning the ostinato accompaniment to Ed Sheeran's Bad Habits, <u>Autumn 2:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Ternary Form Composition work in C Major using chime bars, with an ostinato accompaniment, notated and performed to the class. Christmas Performance Preparation.
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	<u>Listening, Appraising and Understanding:</u> • experience listening to pieces/extracts of music from a variety of genres, including live performances • describe some of the features of music they hear using musical vocabulary to describe pitch, dynamics, structure, tempo, rhythm patterns and timbre.	<u>Spring 1:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Introduction to keyboards. The layout of the keyboard. Improvisations using Tonic to dominant notes of the scale of C, adding an ostinato accompaniment and planning a structure. Notating simple ideas using staff notation. <u>Spring 2:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Reggae: Bob Marley, songs of protest, 'Off -Beat' chords, syncopated rhythms, improvised melodies. Using Dm - C chord progression. <u>Summer 1:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques.
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		Song Composition: fitting rhythms to the lyrics, Verse/chorus structure and using Triad Chords I, V (and then IV) <u>Summer 2:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Danse Macabre Project: Saint-Saens, tone poem, Orchestral music, using the inter-related dimensions of music to compose own musical version of the poem by Henri Cazalis.
	Year 6 <u>Singing/Performing:</u> • sing a wide range of songs in two part harmony and with a good sense of pitch, tempo, dynamics. • perform on a keyboard/descant recorder/chime bars or other tuned instrument with increasing confidence and accuracy	<u>Autumn 1:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Ternary Form Composition work in C Major using chime bars, with an ostinato accompaniment, notated and performed to the class.

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	- perform a melody line or an accompaniment steadily and accurately, following indications to change tempo or dynamics - perform on a pitched instrument in more than one key, playing either a melody line or an accompaniment whilst being able to listen and fit in as part of a group performance, adjusting playing where necessary to fit in with a group performance, following and giving performance cues. <u>Composing:</u> - create compositions covering a full octave range in C major, using conventional notations accurately - know the meaning and symbols for a flattened or a sharpened note - know how to add an accompaniment using ost use Italian terms for dynamic contrast, including crescendo and diminuendo - understand and select/apply/use techniques and musical structures used by other composers, such as: - using the ground bass part from Pachelbel's Canon as a framework for a composition - Using the chord sequence of 12 Bar Blues as a framework - Using Reggae-style off beat chords and syncopation,	<u>Autumn 2:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Christmas Performance preparation, to include a range of creative genres - singing, dance, Christmas Rap, BSL signing, etc. <u>Spring 1:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Introduction to keyboards. The layout of the keyboard. Improvisations using Tonic to dominant notes of the scale of C, adding an ostinato accompaniment and planning a structure. Notating simple ideas using staff notation. Reggae: Bob Marley, songs of protest, 'Off -Beat' chords, syncopated rhythms Improvising melodies on the keyboards using Dm - C chord progression.
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	<u>Notation Skills:</u> • notate compositions covering a full octave range in C major, using conventional notations accurately • be able to use symbols for a flattened/sharpened note • know how to notate a triad chord in root position • use Italian terms for dynamic contrast, including crescendo and diminuendo <u>Listening, Appraising and Understanding:</u> • experience listening to a wide range of live and recorded music • recognise different genres and styles of music • describe some of the features of music they hear using musical vocabulary to describe pitch, dynamics, structure, tempo and rhythm patterns and timbre • use a broadening range of musical vocabulary to describe what they hear, such as describing ostinato accompaniments/block or broken chords/syncopation, coda, to describe TEXTURE, DYNAMICS, STRUCTURE, and PITCH.	<u>Spring 2:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Song Composition on keyboards: fitting rhythms to the lyrics, Verse/chorus/middle8/bridge structures. Four chord songs using at least a root note baseline but building up to use triad chords I, IV, V and VI in C Major. <u>Summer 1:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques. Pachelbel's Canon project: ground bass, music through the ages, Pachelbel to Pet Shop Boys. Identifying the use of Pachelbel's ground bass through the centuries. Creating a piece using Pachelbel's ground pass as a framework. <u>Summer 2:</u> Weekly singing assemblies to include songs with multiple parts, rounds, pitch patterning exercises and development of singing techniques.
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	The River Project: inspired by Vltava by Smetana, leading to a free choice composition project, with a composed River Theme melody, incorporating all of previous musical styles and genres to tell the story of the journey of the Tyne and the places it passes.
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