

# Music

## WRENINGHAM VC PRIMARY - CURRICULUM KNOWLEDGE AND KEY SKILLS PROGRESSION



**Intent Statement**

Our aim at Wreningham VC Primary School is to encourage the children to feel they are musical and to develop a life-long love of music. Children will learn that music is a universal language which unifies people from all cultures and nationalities. Our curriculum introduces children to music from around the world and across generations, teaching them to respect and appreciate the music of all traditions and communities. We will develop the children's musical literacy, giving them the vocabulary and listening skills to appreciate and discuss music, thus supporting them to understand the cultural capital of being open minded in their listening as well as knowledgeable about a breadth of musical genres in the world today.

**Implementation**

We use the 'Charanga' scheme as a basis for music sessions to ensure all our EYFS, KS1 & KS2 pupils are exposed to the key knowledge, skills and vocabulary needed to fulfil the requirements of the National Curriculum whilst providing a range of musical genres and a wealth of opportunities to sing, listen, play, perform and evaluate. All children across the school have access to a range of percussion instruments and tuned instruments (glockenspiels) in Charanga based sessions. Alongside this, children in Years Two and Three can join our recorder club. In KS2 children also play instruments alongside those included in Charanga - Years Three and Four learn to play the ukulele and Years Five and Six learn to play ocarinas.

By using Charanga, we ensure our Music Curriculum is progressive, building on and embedding current skills. We focus on progression of knowledge and skills in the different musical components and teach core vocabulary which also forms part of the units of work. As children progress, they will develop a growing musical vocabulary which allows them to critically engage with music.

Through this provision, children can apply their understanding of creating notes to different instruments and practise reading basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feed their understanding when listening, playing, or analysing music. The children also take part in weekly singing assemblies, year group productions, performances such as CASMA, Harvest Festival and Nativities. There is a weekly lunchtime choir which is open to all ages. All children are given the opportunity to learn to play the piano or guitar through private tuition in school.

**Impact**

Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group, and they can further develop these skills in the future. Our Music curriculum will foster a love and enthusiasm for the subject amongst our children so that they continue to enjoy and embrace music in their lives.

Wreningham VC Primary – Curriculum Knowledge and Key Skills Progression Map  
Music

**Early Years Foundation Stage**

Year R	<p>Music is part of the Expressive Arts and Design strand of learning. Music is included in Communication and Language, Physical Development and Being Imaginative and Expressive.</p> <ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li><li>• Combine different movements with ease and fluency</li><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul> <p>Early Learning Goal:</p> <ul style="list-style-type: none"><li>• Sing a range of well-known nursery rhymes and songs</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li></ul>
--------	--

**National Curriculum Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**Key Stage 1 - National Curriculum Statutory requirements**

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

### EYFS and Key Stage One

Year R / 1	Cycle 1: Autumn 1 <b>Big Bear Funk</b>	Cycle 1: Autumn 2 <b>Nativity</b> KQ: How does performing help build confidence?	Cycle 1: Spring 1 <b>Hey You</b>	Cycle 1: Spring 2 <b>Rhythm in the way we walk and banana rap</b>	Cycle 1: Summer 1 <b>In the groove</b>	Cycle 1: Summer 2 <b>Round and round</b>
	Cycle 2: Autumn 1 <b>Introducing beat</b> KQ: How can we make friends when we sing together?	Cycle 2: Autumn 2 <b>Nativity</b> KQ: How does performing music improve our lives?	Cycle 2: Spring 1 <b>Adding rhythm and pitch</b> KQ: How does music tell stories about the past?	Cycle 2: Spring 2 <b>Introducing tempo and dynamics</b> KQ: How does music make the world a better place?	Cycle 2: Summer 1 <b>Combining pulse, rhythm and pitch</b> KQ: How does music help us to understand our neighbours?	Cycle 2: Summer 2 <b>Having fun with Improvisation</b> KQ: What songs can we sing to help us through the day?
Year 1/2	Cycle 1: Autumn 1 <b>Introducing tempo and dynamics</b> KQ: How does music make the world a better place?	Cycle 1: Autumn 2 Nativity	Cycle 1: Spring 1 <b>Music that makes you dance</b> KQ: How does music make us happy?	Cycle 1: Spring 2 <b>Adding rhythm and pitch</b> KQ: How does music tell stories about the past?	Cycle 1: Summer 1 <b>Exploring simple patterns</b> KQ: How does music help us to make friends?	Cycle 1: Summer 2 <b>Having fun with improvisation</b> KQ: What songs can we sing to help us through the day?
	Cycle 2: Autumn 1 <b>Introducing beat</b> KQ: How can we make friends when we sing together	Cycle 2: Autumn 2 Nativity	Cycle 2: Spring 1 <b>Focus on dynamics and tempo</b> KQ: How does music teach us about the past?	Cycle 2: Spring 2 <b>Combining pulse, rhythm and pitch</b> KQ: How does music help us to understand our neighbours?	Cycle 2: Summer 1 <b>Exploring feelings through music</b> KQ: How does music make the world a better place	Cycle 2: Summer 2 <b>Inventing a musical story</b> KQ: How does music teach us about our neighbourhood?

## Key Stage 2 - National Curriculum Requirements

Key stage 2 Pupils should be taught to:

- 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

### Key Stage Two

Year 3/4	Cycle 1 – Autumn 1 <b>Writing music down</b> KQ: How does music bring us closer together?	Cycle 1 – Autumn 2  Class 3 Nativity Whole school Christingle songs	Cycle 1 – Spring 1 <b>Playing in a band</b> KQ: What stories does music tell us about the past?	Cycle 1- Spring 2 <b>Exploring feelings when you play</b> KQ: How does music connects us to the past?	Cycle 1 – Summer 1 <b>Compose using your imagination</b> KQ: How does music make the world a better place?	Cycle 1 – Summer 2 <b>Compose with your friends</b> KQ: How does music improve our world?
	Cycle 2 – Autumn 1 <b>More musical styles</b> KQ: How does music help us to know our community?	Cycle 2 – Autumn 2 <b>Feelings through music</b> KQ: How does music teach us about our community?  Class 3 Nativity	Cycle 2 – Spring 1 <b>Enjoying improvisation</b> KQ: How does music make a difference to us every day?	Cycle 2 – Spring 2 <b>Expression and improvisation</b> KQ: How does music shape our way of life?	Cycle 2 – Summer 1 <b>Opening night</b> KQ: How does music connect us with our planet?	Cycle 2 – Summer 2 <b>The show must go on</b> KQ: How does music connect us with the environment?
Year 5/6	Cycle 1 – Autumn 1 <b>Melody and Harmony in Music</b> KQ: How does music bring us together?	Cycle 1 – Autumn 2 <b>Learning to play the ocarina and performing</b> KQ: How does playing an instrument help us to read music?	Cycle 1 – Spring 1 <b>Composing and Chords</b> KQ: How does music improve our world?	Cycle 1 – Spring 2 <b>Musical Styles Connect Us (Explaining notation further )</b> KQ: How does music teach us about our community?	Cycle 1 – Summer 1 <b>Freedom to Improve (Words, meaning and expression )</b> How does music shape our way of life?	<b>Class 4 Production Singing and Performance</b> KQ: How does performing music improve our lives?
	Cycle 2 – Autumn 1 <b>Sing and Play in Different Styles</b> KQ: How does music connect us with our past?	Cycle 2 – Autumn 2 <b>Learning to play the ocarina and performing</b> KQ: How does playing an instrument help us to read music?	Cycle 2 – Spring 1 <b>Enjoying Musical Styles (Introducing chords )</b> How does music teach us about our community?	Cycle 2 – Spring 2 <b>Improvising with Confidence (Using chords and structures )</b> How does music shape our way of life?	Cycle 2 – Summer 1 <b>Creative Composition</b> How does music improve our world?	<b>Class 4 Production</b> KQ: How does performing music improve our lives?

### Progression of Key Knowledge and Skills – Understanding music

Reception	Year 1	Year 2	Year 3
Make a variety of sounds with their voice Copy sounds and simple rhythms	Use body percussion, instruments and voices Find and keep a steady beat together	Move and dance with the music. Find the steady beat.	Use body percussion, instruments and voices.

Learn and sing simple songs Compose and perform their own music	Understand the difference between creating a rhythm pattern and a pitch pattern Copy back simple rhythmic patterns using long and short Copy back simple melodic patterns using high and low Complete vocal warm-ups with a copy back option to use Solfa	Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music	In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C
<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G	Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#	Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G	
<b>Progression of Key Knowledge and Skills - Listening</b>			
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Move and dance with the music. Find the steady beat. Listen to and talk about different types of music Talk about feelings created by the music. Recognise some band and orchestral instruments.	Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.	Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Join in sections of the song, eg call and response. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.	Describe tempo as fast or slow. Describe dynamics as loud or quiet. Join in sections of the song, eg call and response. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.

Year 4	Year 5	Year 6	
<p>Talk about the words of a song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to. Discuss the structures of songs. Identify: Call and response; a solo vocal or instrumental line and the rest of the ensemble; a change in texture; articulation on certain words; programme music. Explain what a main theme is and identify when it is repeated. Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain the role of a main theme in musical structure. Know and understand what a musical structure. Know and understand what a musical introduction is and its purpose. Explain rapping. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>	<p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. Explain the role of a main theme in musical structure. Know and understand what a musical introduction and outro is, and its purpose Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music</p>	

Progression of Skills and Knowledge - Singing			
Reception	Year 1	Year 2	Year 3
<p>Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Sing in unison.</p>	<p>Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison.</p>	<p>Sing as part of a choir. Demonstrate good singing posture. Sing songs from memory and/or from notation. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor. Add actions to a song. Move confidently to a steady beat. Talk about feelings created by the music/song. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</p>	<p>Sing as part of a choir. Sing a widening range of unison songs, of varying styles and structures. Demonstrate good singing posture. Perform actions confidently and in time to a range of action songs. Sing songs from memory and/or from notation. Sing with awareness of following the beat. Sing with attention to clear diction. Sing expressively, with attention to the meaning of the words. Sing in unison. Understand and follow the leader or conductor. Copy back simple melodic phrases using the voice.</p>
Year 4	Year 5	Year 6	
<p>Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</p>	<p>Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Sing a second part in a song. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Develop confidence as a soloist. Talk about the different styles of singing used for different styles of song. Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor.</p>	<p>Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation.</p>	



		<p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>	
--	--	--	--

**Progression of Key knowledge and Skills – Notation**

Year 1	Year 2	Year 3	Year 4
<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E</p> <p>Identify hand signals as notation and recognise music notation on a stave of five lines.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> <p>• Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B, C G, A, B, C, D, E,</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> <p>Identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>
Year 5	Year 6		
<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B, C</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B, C</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p>		

<p>as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (eg C–C'/do–do).</p>	<p>Recognise how notes are grouped when notated. Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.</p>		
--	--	--	--

**Progression of Key Knowledge and Skills – Playing instruments**

Reception	Year 1	Year 2	Year 3
<p>Rehearse and play a two/three note pattern eg C, D, or C, C, D to accompany a song.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</p>
Year 4	Year 5	Year 6	
<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E<math>\flat</math> major, C minor and D minor.</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range.</p> <p>This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, D minor and F minor.</p> <p>Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	

**Progression of Knowledge and Skills – Composing: Improvising**

Reception	Year 1	Year 2	Year 3
<p>Explore sounds using a glockenspiel. Improvise simple patterns.</p>	<p>Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Improvise simple vocal patterns using 'Question and Answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A.</p> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on un-tuned percussion, creating a musical conversation.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B</p> <p>Become more skilled in improvising (using voices, tuned and un-tuned percussion, and instruments played whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p>

Year 4	Year 5	Year 6	
Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression. Improvise over a groove.	Explore improvisation within a major scale, using the notes: C, D, E, F, G C, D, E, F Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	Explore improvisation within a major scale, using the notes: C, D, E, F, G, A, B, C Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.	
Progression of Knowledge and Skills - Composing			
Reception	Year 1	Year 2	Year 3
Create musical sound effects and short sequences of sounds in response to music, stories and video stimulus. Create a story, choosing and playing classroom instruments and/or sound makers.	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or sound makers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Use simple notation if appropriate: Create a simple melody using crotchets and minims:	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds. Use notation if appropriate: Create a simple melody using crotchets and minims:	Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and un-tuned percussion, using known rhythms and note values. Create a simple melody using crotchets, minims and perhaps paired quavers:
Year 4	Year 5	Year 6	
Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Compose song accompaniments on tuned and un-tuned percussion, using known rhythms and note values.	Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment. Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).	Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus.	

<p>Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:</p>	<p>Use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p>	<p>Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.</p>	
<b>Progression of Skills and Knowledge - Performing</b>			
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<p>Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Play some simple instrumental parts.</p>	<p>Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>
<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons. Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with confidence and accuracy. Include instrumental</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. Perform from memory or with notation.</p>	

<p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Talk about what the rehearsal and performance has taught the student.</p> <p>Understand how the individual fits within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>A student leads part of the rehearsal and part of the performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect how future performances might be different.</p>	<p>Understand the value of choreographing any aspect of a performance.</p> <p>A student or a group of students rehearse and lead parts of the performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Record the performance and compare it to a previous performance.</p> <p>Collect feedback from the audience and reflect how the audience believed in the performance.</p> <p>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>	
--	--	--	--

<b>Core Vocabulary</b>
<p>EYFS/ KEYSTAGE 1</p> <ul style="list-style-type: none"> <li>Pulse</li> <li>Beat</li> <li>Rhythm</li> <li>Pitch</li> <li>Melody</li> <li>Tempo</li> <li>Chorus</li> <li>Introduction</li> </ul> <p>KEYSTAGE 2</p> <ul style="list-style-type: none"> <li>Dynamics</li> <li>Timbre</li> <li>Texture</li> <li>Structure (Form)</li> <li>Notation</li> <li>Metre</li> <li>Stave</li> <li>Treble clef</li> <li>Time signature</li> <li>Crotchets</li> <li>Quavers</li> </ul>

Minims

Dotted semibreves

Dotted minims

Triplet crotchets,

Dotted crotchets

Dotted quavers

Semiquavers