



## Whole School Music Progression Map

Developed from The Model Music Curriculum, our progression document clearly maps the expectations from Nursery to 6. This allows for full coverage of the four key areas, Singing, Listening, Composing and Performing. This document aims to support all children in their musical progression through the Key Stages. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge.

## Music in the Early Years

Music is important in the Early Years Foundation Stage as it helps children's development in several areas. Signing songs and rhymes together is a great way to develop their communication and language skills in a fun and engaging way. Singing and dancing also helps children express their feelings and ideas, and share them with others, which reinforces positive relationships with adults and other children. Music activities are great for helping build children's confidence, encouraging them to interact with each other, and helping them to participate in group activities. Music is also excellent for their physical development. They learnt to move in a range of new ways as they dance in time with the music, or play musical instruments to a tune.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant Development Matters music statements can be found in the following 3 areas of learning from the EYFS Statutory Framework:

Expressive Arts and Design

Physical Development

Communication and Language

The table below demonstrates how the skills taught across EYFS feed into the national curriculum.

Three and Four-Year-Olds	Expressive Art & Design	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
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	Physical Development	<ul style="list-style-type: none"> <li>• Increasingly be able to use and remember sequences and patterns of movements which are</li> <li>• related to music and rhythm</li> </ul>
	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
Reception	Expressive Arts and Design	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <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>
	Communication and language	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <ul style="list-style-type: none"> <li>• Learn rhymes, poems and songs.</li> </ul>
ELG	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Being Imaginative and</li> <li>• Expressive</li> <li>• Sing a range of wellknown nursery rhymes</li> <li>• and songs.</li> <li>• Perform songs, rhymes,</li> <li>• poems and stories with</li> <li>• others, and – when</li> </ul>

		<ul style="list-style-type: none"> <li>• appropriate try to move</li> <li>• in time with music.</li> </ul>
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### Transitioning from the EYFS Development Matters to the KSI Curriculum

Relevant Early Learning Goals	KSI National Curriculum Objectives
<p><b>Being Imaginative and Expressive</b></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>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	<b>This is Me!</b>  (Music Specialist - delivering the teaching for this term)		<b>Turrets and Tales</b>  (Music Specialist - delivering the teaching for this term)		<b>Let's Explore London!</b>  (Music Specialist - delivering the teaching for this term)	
NC Coverage	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music		Experiment with, create, select and combine sounds using the inter-related dimensions of music		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music	
Listen with concentration and understanding to a range of high-quality live and recorded music						
Genres/Composers listen and appraise over the half term	Classical - Mozart – Rondo alla Turca Rossini – Overture from William Tell	20 <sup>th</sup> Cent - Holst – Mars from The Planets Ella Jenkins – Rhythms of Childhood	Art pop - Kate Bush – Wild Man Bjork – It's Oh So Quiet	Blues - Ma Rainey – Runaway Blues B B King – The Thrill is gone	Musical Traditions – Brazil - Samba - Sergio Mendes - Fanfarra  England – My Shoes are made of Spanish leather	Baroque - J S Bach – 1 <sup>st</sup> Movement from Brandenburg Concerto Handel – La Rejouissance from Music for the Royal Fireworks
LTP	Composing Musicianship Body percussion and rhythm	Singing Listening Musicianship (Christmas production preparation)	Listening Musicianship Medieval music		Listening Composing Musicianship Carnival Music	Singing Listening Composing Performing songs and composing (Linked to Great Fire of London)
MTP	Singing To sing simple songs and rhymes from memory.		Musicianship		Singing	

	<p>To sing collectively at the same pitch.</p> <p>To respond to simple visual directions and counting in.</p> <p><b>Composing</b></p> <p>To improvise simple vocal chants, using question and answer phrases.</p> <p>To create musical sound effects and short sequences of sounds in response to stimuli,</p> <p>To understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>To invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p><b>Musicianship</b></p> <p>To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>To perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>To perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat..</p>	<p>Use <b>body percussion</b> and <b>classroom percussion</b>, playing repeated rhythms (<b>ostinato</b>) and short, pitched patterns on <b>tuned instruments</b> to maintain a steady beat</p> <p>Respond to the <b>pulse</b> in recorded/live music through movement and dance e.g stepping, jumping, walking on tiptoes</p> <p>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips)</p>	<p>begin with simple songs with a very small range. <b>Mi-so</b></p> <ul style="list-style-type: none"> <li>- Include <b>pentatonic songs</b> (e.g. Dr. Knickerbocker)</li> <li>- sing a wide range of <b>call and response</b> songs</li> </ul> <p><b>Composing</b></p> <p>Recognise how graphic notation can represent created sounds</p> <p><b>Musicianship</b></p> <p>Listen to sounds in the local school environment, comparing high and low sounds</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound</p> <p>Explore percussion sounds to enhance storytelling (e.g. ascending xylophone notes to suggest Jack climbing the beanstalk)</p> <p>Follow picture and symbols to guide singing and playing</p> <p>Create, retain and perform their own rhythm patterns</p>
Year 2	<p>Heroes and Heroines</p> <p>(Fran Freer – Music Teacher - delivering the teaching for this term)</p>	<p>Flying High</p> <p>(Music Specialist - delivering the teaching for this term)</p>	<p>Home and Away</p> <p>(Music Specialist - delivering the teaching for this term)</p>
NC coverage	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>

	Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music		Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music			
	Listen with concentration and understanding to a range of high-quality live and recorded music					
Genres/Composers listen and appraise over the half term	21 <sup>st</sup> Century - Anna Clyne – Night Ferry Eric Whitacre - Sleep	20 <sup>th</sup> Century - Bolero - Ravel Fantasia - Disney	Rock N Roll - Elvis – Hound Dog  The Rolling Stones – Satisfaction	Pop - The Beatles – With a little help  Dua Lipa – One Kiss	Musical Traditions - Indonesia – Baris (Gong Kebyar of Peliatan)  England – The Herring Song	Renaissance - Tallis – O Nata Lux  Susato – Ronde and Basse Dance Bergeret from La Mourisque
LTP	<b>Singing:</b> Listening Various songs with small pitch range Christmas Performance/Carols <b>Composing:</b> Creating a musical conversation <b>Musicianship:</b> Spike Jones- Pack up your trouble in your own kit bag, Sabaton- The Christmas Truce		<b>Singing:</b> Listening Come Fly with Me- Frank Sinatra <b>Composing:</b> Non-musical sounds- Rocket Launch using instruments <b>Musicianship:</b> David Bowie- Starman, Duran Duran- Planet Earth, Michael Jackson- Earth Song		<b>Listening:</b> Composing Matching music to sculpture <b>Musicianship:</b> Listening and discussing Holst's Planets- (linked to Computing) African Music/dance	
MTP	<b>Singing</b> sing songs regularly with a <b>pitch</b> range of <b>do-so</b> with increasing vocal control sing songs with a small pitch range <b>Composing</b> work with a partner to <b>improvise</b> simple <b>question and answer</b> phrases, to be sung and played on <b>untuned percussion</b> , creating a musical conversation		<b>Singing</b> know the meaning of <b>dynamics</b> (loud/quiet) and <b>tempo</b> (fast/slow) and be able to demonstrate these when singing by responding to a - the teachers directions and b – visual symbols (e.g <b>crescendo</b> , <b>decrescendo</b> , <b>pause</b> ) <b>Composing:</b> create music in response to a non-musical stimulus <b>Musicianship:</b>		<b>Composing:</b> use <b>graphic symbols</b> , <b>dot notation</b> and <b>stick notation</b> , as appropriate, to keep a record of composed pieces <b>Musicianship:</b> play a range of singing games based on <b>cuckoo interval</b> matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.	

	<p><b>Musicianship</b></p> <p>understand that the speed of the beat can change, creating a faster or slower pace (tempo)</p> <ul style="list-style-type: none"> <li>- mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo</li> <li>- walk in time to the beat of a piece of music or song</li> </ul> <p>Know the difference between left and right to support coordination and shared movements with others</p> <p>respond independently to pitch changes heard in short <b>melodic phrases</b>, indicating with actions</p>	<p>play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> <ul style="list-style-type: none"> <li>- create rhythms using word phrases as a starting point</li> </ul> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats</p> <ul style="list-style-type: none"> <li>- identifying the <b>beat groupings</b> in familiar music that they sing regularly and listen to</li> </ul>	<ul style="list-style-type: none"> <li>- sing short phrases independently within a singing game</li> </ul> <p>Read and respond to chanted rhythm patterns, and represent them with a stick notation including <b>crochets, quavers and crochet rests</b></p> <p>create and perform their own chanted rhythm patterns with the same stick notation</p> <ul style="list-style-type: none"> <li>- recognise dot notation and match it to 3-note tunes played on <b>tuned percussion</b></li> </ul>
Year 3	<p>As Time Began.— Stone Age to Iron Age Britain</p> <p>Samba 10 week program — NMPAT to deliver</p>	<p>Walk like an Egyptian!</p> <p>(Music Specialist - delivering the teaching for this term)</p>	<p>Invaders and Settlers - Roman Britain</p> <p>(Music Specialist - delivering the teaching for this term)</p>
LTP	<p><b>Listening</b> Spanish inspired music (Rodrigo's Concierto de Aranjuez)</p> <p><b>Performing</b> Samba with NMPAT</p>	<p><b>Singing</b> Action Songs</p> <p><b>Composing</b> Egyptian inspired music for tuned percussion</p> <p><b>Performing</b> Tuned Percussion</p> <p><b>Reading Notation</b></p>	<p><b>Listening</b> Italian Film Scores</p> <p><b>Singing</b> Songs associated with sporting competitions</p> <p><b>Reading Notation</b></p>
NC Coverage	<p>Play and <b>perform</b> in solo and ensemble contexts, <b>using their voices</b> and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Play and <b>perform</b> in solo and ensemble contexts, <b>using their voices</b> and playing musical instruments</p>	<p>Play and <b>perform</b> in solo and ensemble contexts, <b>using their voices</b> and playing musical instruments</p>

			with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music  Use and understand staff and other musical notations.		with increasing accuracy, fluency, control and expression.  Use and understand staff and other musical notations.	
Listen with attention to detail and recall sounds with increasing aural memory						
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians						
Genres/Composers listen and appraise over the half term	<u>Baroque</u> - Hallelujah from Messiah (Handel) Winter from The Four Seasons (Vivaldi)	<u>21<sup>st</sup> Century</u> - Jai Ho from Slumdog Millionaire – A R Rahman Legend of the Sky (Fraser Trainer)	<u>Disco</u> - Le Freak – Chic Night Fever – Bee Gees	<u>Funk</u> - I Got You (I Feel Good) - James Brown Super Freak – Rick James	<u>Musical traditions</u> - Indian classical – Sahela Re - Kishori Amonkar England - Adieu, Sweet Lovely Nancy	<u>Romantic</u> - Night on a Bare Mountain – Mussorgsky Slavonic Dance No. 8 (Dvořák) Overture from Ruslan and Lyudmila (Glinka)
MTP	<b>Performing</b> : Samba Concert Develop facility in playing tuned percussion or a melodic instrument Use listening skills to correctly order phrases	<b>Singing</b> perform actions confidently and in time to a range of action songs (e.g head, shoulder, knees and toes) - walk, move or clap a steady <b>beat</b> with others, changing the speed of the beat as the <b>tempo</b> of the music changes Composing Become more skilled in <b>improvising</b> , (using voices <b>tuned and untuned percussion</b> instruments and	<b>Singing</b> sing a widening range of <b>unison</b> songs varying styles and structures with a <b>pitch</b> range of <b>do-so</b> , tunefully and with expression. Perform <b>forte</b> and <b>piano</b> , loud and soft perform as a choir in school assemblies <b>Reading Notation</b> Use <b>dot notation</b> to show higher or lower pitch.			

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. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs) and musical sources

Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (**do, re and mi**)

Compose song accompaniments on untuned percussion using known rhythms and **note values**

**Performing**

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 (e.g. **trios** or **quartets**)

individually (**solo**) copy stepwise melodic phrases with accuracy at different speeds; **allegro** and **adagio**, fast and slow. Extend to question-and-answer phrases.

**Reading Notation**

Introduce the stave, lines and spaces, and clef. Understand the differences between crotchet and paired quavers

Apply word chants to rhythms, understanding how to link each syllable to one music note.

Year 4	Shoe Town  (Fran Freer – Music Teacher - delivering the teaching for this term.)		Frozen Kingdom  (Music Specialist - delivering the teaching for this term.)		Tudors – How Horrid was Henry VIII?  (Music Specialist - delivering the teaching for this term.)	
LTP	Singing in Rounds Glockenspiel Stage 1 (Charanga) (Singing and Improvising)		Singing in Rounds To compose a piece of ghostly music from the titanic (Listening and composing)		Tudor music Children learn to play the recorder (Perform and reading notation)	
NC Coverage	Play and <b>perform</b> in solo and ensemble contexts, <b>using their voices</b> 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		Play and <b>perform</b> in solo and ensemble contexts, <b>using their voices</b> 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		Play and <b>perform</b> in solo and ensemble contexts, <b>using their voices</b> and playing musical instruments with increasing accuracy, fluency, control and expression.  Use and understand staff and other musical notations  Develop an understanding of the history of music	
	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians					
Genres/Composers listen and appraise over the half term	<u>Early -</u> O Euchari – Hildegard  Renaissance - If Ye Love Me (Tallis)	<u>Classical -</u> 4 <sup>th</sup> movement Symphony No. 5 – Beethoven Finale: Presto from Quartet in E flat major Op. 33, 'Russian' (Haydn)	<u>90's Indie -</u> Wonderwall – Oasis My Favourite Game – The Cardigans	<u>Jazz -</u> Take the 'A' Train - Billy Strayhorn/Duke Ellington Orchestra Mack the Knife – Ella Fitzgerald	<u>Musical traditions -</u> Trinidad – Tropical Bird - Trinidad Steel Band England – Wassail Song	<u>21<sup>st</sup> Century -</u> The True Light (Judith Weir) Music of the Spheres (Philip Sparke)

MTP	<p><b>Singing</b></p> <p>Sing <b>rounds</b> and <b>partner songs</b> in different <b>time signatures</b> (2, 3 and 4 time) (e.g. Our Dustbin) and being to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind)</p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- <b>improvise</b> on a limited of pitches on the instrument they are now learning making use of musical features including smooth (<b>legato</b>) and detached (<b>staccato</b>)</li> <li>- begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks.</li> </ul>	<p><b>Singing</b></p> <p>Continue to sing a broad range of unison songs with the range of and <b>octave (do-do)</b> (e.g. One More Day - a traditional sea shanty) pitching the voice accurately and following directions for getting louder (<b>crescendo</b>) and quieter (<b>decrescendo</b>)</p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- combine known rhythmic notation with letter names to create short <b>pentatonic</b> phrases using limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions</li> <li>- arrange individual notation cards of known note values (i.e. <b>minim</b>, <b>crotchet</b>, <b>crotchet rest</b> and <b>paired quavers</b>) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars</li> <li>- explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip</li> <li>- introduce <b>major</b> and <b>minor</b> chords</li> <li>- include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work</li> <li>- capture and record creative ideas using any of: <ul style="list-style-type: none"> <li>- graphic symbols</li> <li>- rhythm notation and time signatures</li> <li>- <b>staff notation</b></li> </ul> </li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.</li> <li>- Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.</li> <li>- Perform in two or more parts (e.g. <b>melody and accompaniment</b> or a <b>duet</b>) from simple notation using instruments played in whole class teaching. Identify <b>static</b> and <b>moving parts</b>.</li> <li>- Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</li> </ul> <p><b>Reading Notation</b></p> <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <ul style="list-style-type: none"> <li>- Read and perform pitch notation within a defined range (e.g. C-G/do-so).</li> <li>- Follow and perform simple rhythmic <b>scores</b> to a steady beat: maintain individual parts accurately within the rhythmic <b>texture</b>, achieving a sense of ensemble.</li> </ul>
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Year 5	A Journey Through Las Americas (Fran Freer – Music Teacher - delivering the teaching for this term)		Raiders or Traders? (Music Specialist - delivering the teaching for this term)	Under the Reign of Queen Victoria (Music Specialist - delivering the teaching for this term)		
LTP	<p>Reading Notation</p> <p>Listening: Brazil: Samba- Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown</p> <p>Singing: Coco Original Motion Picture Soundtrack Composing: Improvising</p>		<p>Singing: David Bowie – Space Oddity.</p> <p>Performing/Composing: Inspired by Gustav Holst – The Planet Suite</p>	<p>Reading Notation</p> <p>Listening: Silent Movies.</p> <p>Performing: Victorian Nursery Rhymes</p>		
NC Coverage	<p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>		<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Develop an understanding of the history of music</p>		
	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>					
Genres/Composers listen and appraise over the halfterm	<p>20<sup>th</sup> Century -</p> <p>This Little Babe from Ceremony of Carols – Britten</p> <p>English Folk Song Suite - Vaughan Williams</p>	<p>Pop</p> <p>The Winner Takes it All - Abba</p> <p>Skyfall - Adele</p>	<p>80s Synth/Pop</p> <p>Smalltown boy – Bronski Beat</p> <p>Never let me down again – Depeche Mode</p>	<p>90s Singer/Songwriter</p> <p>Play dead – Bjork</p> <p>Something in the Way – Kurt Cobain (Nirvana)</p>	<p>Musical Traditions -</p> <p>Nigeria - Jin-Go-La-Ba (Drums of Passion - Babatunde Olaturunji)</p>	<p>Country</p> <p>Our Song - Taylor Swift</p> <p>A Beautiful life – The Stanley Brothers</p>

					England - Leave Her, Johnny, Leave Her	
MTP	<p><b>Reading Notation</b></p> <p>Further understand the differences between <b>semibreves, minims, crotchets</b> and <b>crotchet rests, paired quavers</b> and <b>semiquavers</b>.</p> <p><b>Singing</b></p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p><b>Composing</b></p> <p><b>Improvise</b> freely over a <b>drone</b>, developing sense and character, using <b>tuned percussion</b> and melodic instruments.</p> <p>Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>).</p>	<p><b>Singing:</b></p> <p>Sing <b>three-part</b> rounds, <b>partner songs</b>, and songs with a <b>verse and a chorus</b>.</p> <p><b>Composing</b></p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <ul style="list-style-type: none"> <li>- Working in pairs, compose a short <b>ternary</b> piece.</li> <li>- Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</li> <li>- Capture and record creative ideas using any of: <ul style="list-style-type: none"> <li>- graphic symbol</li> <li>- rhythm notation and <b>time signatures</b></li> <li>- <b>staff notation</b></li> <li>- technology</li> </ul> </li> </ul> <p><b>Performing:</b></p> <p>Understand how <b>triads</b> are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments</p>	<p><b>Reading Notation</b></p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <ul style="list-style-type: none"> <li>- Read and perform pitch notation within an octave (e.g. C-C' /do-do).</li> <li>- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations</li> </ul> <p><b>Performing</b></p> <p>Play melodies on <b>tuned percussion</b>, melodic instruments or keyboards, following <b>staff notation</b> written on one staff and using notes within the Middle C-C' /do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <p>Develop the skill of <b>playing by ear</b> on tuned instruments, copying longer phrases and familiar melodies.</p>			

		to familiar songs (e.g. Yellow Submarine by The Beatles). - Perform a range of repertoire pieces and <b>arrangements</b> combining acoustic instruments to form mixed ensembles, including a school orchestra.		
Year 6	A Child's War  (Music Specialist - delivering the teaching for this term)	Divergent!  (Music Specialist - delivering the teaching for this term)	It's All Greek to Me!  (Music Specialist - delivering the teaching for this term)	
LTP	<b>Reading Notation</b> <b>Listening:</b> Glenn Miller Chattanooga Choo Choo <b>Singing:</b> Dame Vera Lynn (songs for the forces)	<b>Singing:</b> How music of black artists has influenced our modern music (reggae, Motown and ska). <b>Composing:</b> Instruments and the sounds of Calypso. <b>Performing:</b> Theme from Jaws (John William)	<b>Reading Notation</b> <b>Listening:</b> Olympic theme songs. <b>Performing:</b> Year 6 Leavers	
NC Coverage	Use and understand staff and other musical notations.  Play and <b>perform</b> in solo and ensemble contexts, <b>using their voices</b> 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  Play and <b>perform</b> in solo and ensemble contexts, <b>using their voices</b> and playing musical instruments with increasing accuracy, fluency, control and expression.	Use and understand staff and other musical notations.  Play and <b>perform</b> in solo and ensemble contexts, <b>using their voices</b> and playing musical instruments with increasing accuracy, fluency, control and expression.	
	<b>Listen with attention to detail and recall sounds with increasing aural memory</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			
Genres/Composers listen and appraise over the half term	<u>Romantic -</u> 1812 Overture – Tchaikovsky	<u>21<sup>st</sup> Century -</u> Connect It - Anna Meredith	<u>90s RnB -</u>  <u>Electronic</u> Porcelain - Moby	<u>Musical Traditions -</u>  <u>Pop</u>

	Hungarian Dance No. 5 (Brahms)	The Sun Rose (Gavin Greenaway)	Say my name – Destiny's child  Endless Love – Mariah Carey	This Ain't Techno - David Guetta	Poland – Folk - Mazurkas Op. 24 – Chopin  England – Folk - Sea Shanties – Various	Thriller - Michael Jackson  If I can't have you - Shawn Mendes
MTP	<p><b>Reading Notation</b></p> <p>Further understand the differences between <b>semibreves, minims, crotchets, quavers</b> and <b>semiquavers</b>, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p><b>Singing</b></p> <p>Sing a broad range of songs, including those that involve <b>syncopated</b> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p>		<p><b>Singing:</b></p> <p>Continue to sing <b>three- and four-part rounds</b></p> <p>Composing:</p> <p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> <li>- Create music with multiple sections that include repetition and contrast.</li> <li>- Use chord changes as part of an improvised sequence.</li> <li>- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape</li> </ul> <p>Plan and compose an 8- or 16-beat melodic phrase using the <b>pentatonic</b> scale (e.g. 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.</p> <ul style="list-style-type: none"> <li>- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</li> <li>- Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> </ul>		<p><b>Reading Notation</b></p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line</li> </ul>	

		<p>- Compose a <b>ternary</b> piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p><b>Performing:</b></p> <p>Play a melody following <b>staff notation</b> written on one staff and using notes within an <b>octave range</b> (do—do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet</p> <p>- Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p>	
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KS1 Key	KS2 Key
<p>Singing</p> <p>Listening</p> <p>Composing</p> <p>Musicianship</p>	<p>Singing</p> <p>Listening</p> <p>Composing</p> <p>Performing</p> <p>Reading notation</p>