



# Progression Map

## Music



## Moreland Primary School Curriculum Outline for Music

### Rationale and Pedagogy

We are committed to delivering an exciting and stimulating music curriculum. We believe that music can engage and excite children; stimulating imagination and inspiring creativity. Our music curriculum provides opportunities to promote: spiritual, moral, social and cultural development. We have a specialised music teacher to facilitate this and we work with outside agencies to bring experiences and opportunities to the children to deepen their understanding and skills.

#### **EYFS**

In the EYFS children are introduced to music in line with the Early Years Foundation Stage Curriculum. Children have opportunities to explore music in child initiated play, have free access to a range of instruments, learn a range of songs and rhymes and have opportunities to perform in the classroom and outdoor environment. In addition all children from 0-5 receive a weekly lesson with a specialist music teacher. Children build a repertoire of songs and rhymes, explore the sound of instruments, follow and create rhythms and move rhythmically to music. In Reception children are introduced to the Jolly Music scheme followed in KS1.

#### **KS1**

In KS1 teaching follows the Jolly Music scheme. The lessons are structured to build key musical skills like listening, singing in tune, developing inner hearing, and ultimately reading and writing music. Over the school year children are provided with experience in each of the 4 skills of the National Curriculum for Music: Use their voices expressively and creatively; play tuned and un-tuned 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. Progression should be seen in developing skills across the year as children learn new skills and then apply them independently.

#### **Lower KS2**

In Years 3 and 4 children continue to follow the Jolly Music scheme in addition to learning the recorder. The lessons are structured to build key musical skills like listening, singing in tune, developing inner hearing, and ultimately reading and writing music. In Year 3 children learn drumming and in Year 4 children start to learn keyboard.

Over the year children are provided with experience in each of the 6 areas of the National Curriculum for Music: to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; to improvise and compose music for a range of purposes using the inter-related dimensions of music; to listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; to develop an understanding of the history of music. Progression should be seen in developing skills across the year as children learn new skills and then apply them independently, culminating (where possible) in a performance.

#### **Upper KS2**

In Years 5 children continue to learn keyboards with a specialist teacher. In Year 6 they learn to use music technology to compose and perform. Children in Year 5 and 6 also follow the Kapow music scheme. Over the year children are provided with experience in each of the 6 areas of the National Curriculum for Music: to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; to improvise and compose music for a range of purposes using the inter-related dimensions of music; to listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; to develop an understanding of the history of music. Progression should be seen in developing skills across the year as children learn new skills and then apply them independently, culminating (where possible) in a performance.

The progression of skills for each year group is laid out in the Music Knowledge and Skills Progression Map.

### Performance

All children from toddlers up have an opportunity to perform at some point in the school year in front of an audience (see below). Some classes also have the opportunity to perform outside of the school in venues such as LSO St Lukes and Union Chapel. More informal performance opportunities are provided to children through performance assemblies and Moreland's Got Talent. Class assemblies should be seen as opportunities for children to perform a song to the school and parents (be that singing, instrumental or a mixture).

	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
0-3's							
3-5's	International Evening  International music workshops	Christmas Concert		Moreland's Got Talent	Easter Concert  Year 3 to begin Opera Practice		
Year 1		Reception To Aurora Concert					
Year 2		Nativity Play					
Year 3							Opera
Year 4		Winter Big Sing					Pure Voices Concert
Year 5			Young Voices O2				Y6 Show
Year 6							

### Singing Assembly

Children from Y2 to Y6 attend a weekly singing assembly with our music teacher and are given opportunities to learn and perform songs throughout the year. Songs are selected from the following genres:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Black History Month Young Voices Music	Young Voices Music Christmas songs	Musicals and Films	Musicals and Films	Modern music including pop	World Music Folk Music

### Music Appreciation

Children are taught musical appreciation through exposure to a range of music in their music lessons using the Classic fm Classical 100 resource. This is taught chronologically over the year as laid out below. Children also, whenever possible, are given the opportunity to hear live music through trips to concerts and the theatre, working with organisations such as the LSO and guest musicians.

Log on: catherinelawrence18  
Password: Another293!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Western Classical – Early, Baroque, Renaissance, Classical Era	Western Classical Romantic and up to 1940's	Western Classical 20 <sup>th</sup> Century Music	20 <sup>th</sup> and 21 <sup>st</sup> Century Music including Film and Musical Theatre	Popular Music	World Music and Folk Music

EYFS	Classics for Children My First Orchestra	Peter and the Wolf	Pop Goes Classical	Yolanda's Live Jam <a href="https://www.bbc.co.uk/cbeebies/radio/yolandas-live-jam-playlist#playlist">https://www.bbc.co.uk/cbeebies/radio/yolandas-live-jam-playlist#playlist</a>  Disney's Greatest Hits	Ozomatli presents Ozokids  Ziggy Marley – Family Time  There Might be Giants - No	World Playground
Year 1	<ol style="list-style-type: none"> <li>1. First movement of Brandenburg concerto 5 – Bach (1721) <a href="https://www.classroom200.org/lesson-plans/182">https://www.classroom200.org/lesson-plans/182</a></li> <li>2. Badinerie – J.S.Bach (1738) <a href="https://www.classroom200.org/lesson-plans/169">https://www.classroom200.org/lesson-plans/169</a></li> <li>3. La Rejouissance – Handel (1748)</li> <li>4. Rondo Alla Turca – Mozart (1738)</li> <li>5. 1 in g major, chevalier de Saint-Georges</li> <li>6. 2<sup>nd</sup> mvt Surprise Symphony no. 94 – Haydn (1791)</li> </ol>	<ol style="list-style-type: none"> <li>1. 3<sup>rd</sup> Mvt Clarinet Concerto No. 1 – Weber (1811)</li> <li>2. William Tell Overture – Rossini (1824) <a href="https://www.classroom200.org/lesson-plans/103">https://www.classroom200.org/lesson-plans/103</a></li> <li>3. Scherzo from Midsummer Nights Dream – Mendelssohn (1846) <a href="https://www.classroom200.org/lesson-plans/6">https://www.classroom200.org/lesson-plans/6</a></li> <li>4. Symphony in C Minor – Alice Mary Smith (1863)</li> <li>5. En bateau from Petite Suite – Debussy (1886)</li> <li>6. Pavane – Faure (1887)</li> </ol>	<ol style="list-style-type: none"> <li>1. Finale from Firebird Suite – Stravinsky (1910)</li> <li>2. Mars from the Planets – Holst (1914)</li> <li>3. Rhapsody in Blue – Gershwin (1924) <a href="https://www.classroom200.org/lesson-plans/157">https://www.classroom200.org/lesson-plans/157</a></li> <li>4. 4<sup>th</sup> Mvt Symphony 1 – Florence Price (1933)</li> <li>5. Hoedown from Rodeo – Copland (1942) <a href="https://www.classroom200.org/lesson-plans/147">https://www.classroom200.org/lesson-plans/147</a></li> <li>6. Fanfare and Flourishes – James Curnow (1998)</li> </ol>	<ol style="list-style-type: none"> <li>1. Colonel Hathi Elephant March from Jungle Book (1967)</li> <li>2. What a wonderful World – Louis Armstrong 1967 <a href="https://www.classroom200.org/lesson-plans/193">https://www.classroom200.org/lesson-plans/193</a></li> <li>3. Northern Lights – Eriks Esenvalds (2012)</li> <li>4. Symphonic dances from West Side Story (1957) <a href="https://www.classroom200.org/lesson-plans/58">https://www.classroom200.org/lesson-plans/58</a></li> <li>5. The Circle of Life – The Lion King – Elton John and Tim Rice (1994)</li> </ol>	<ol style="list-style-type: none"> <li>1. Blues: Runaway Blues – Ma Rainey</li> <li>2. Class choice popular music</li> <li>3. Jazz: I wish I knew how it would feel – Nina Simone (1967) <a href="https://www.classroom200.org/lesson-plans/196">https://www.classroom200.org/lesson-plans/196</a></li> <li>4. Stay – Eternal (1993)</li> <li>5. Art Pop: Wild Man – Kate Bush (2011) <a href="https://www.classroom200.org/lesson-plans/23">https://www.classroom200.org/lesson-plans/23</a></li> <li>6. Class choice popular music</li> </ol>	<ol style="list-style-type: none"> <li>1. Walkers –Stomp (USA)</li> <li>2. Fanfarra – Cabua Lele (Brazil) <a href="https://www.classroom200.org/lesson-plans/87">https://www.classroom200.org/lesson-plans/87</a></li> <li>3. Kye Kye Kule (Ghana)</li> <li>4. Mo Matchi – Song of the Bees (Bangladesh)</li> <li>5. Acre of Land (England) <a href="https://www.classroom200.org/lesson-plans/35">https://www.classroom200.org/lesson-plans/35</a></li> <li>6. Rhythms of Childhood – Ella Jenkins (1963)</li> </ol>

		<a href="https://www.classroom200.org/lesson-plans/172">https://www.classroom200.org/lesson-plans/172</a>		6. Jurassic Park Theme – John Williams (1993)		
<b>Year 2</b>	1. Ronde and Basse Dance –Susato (1551) 2. O Nata Lux – Thomas Tallis (1575) 3. Air on G string – J.S. Bach (1731) <a href="https://www.classroom200.org/lesson-plans/163">https://www.classroom200.org/lesson-plans/163</a> 4. Arrival of the Queen of Sheba – Handel (1749) 5. 4 <sup>th</sup> Movement Symphony no. 6 – Beethoven (1808) 6. Clog Dance – Herold (1827) <a href="https://www.classroom200.org/lesson-plans/3">https://www.classroom200.org/lesson-plans/3</a>	1. Hebrides Overture – Mendelssohn (1830) <a href="https://www.classroom200.org/lesson-plans/5">https://www.classroom200.org/lesson-plans/5</a> 2. By the Beautiful Danube – Strauss (1866) <a href="https://www.classroom200.org/lesson-plans/150">https://www.classroom200.org/lesson-plans/150</a> 3. In the Hall of the Mountain king – Grieg (1875) 4. Carnival of the Animals – Saint-Saens (1886) <a href="https://www.classroom200.org/lesson-plans/2">https://www.classroom200.org/lesson-plans/2</a> 5. Evening Prayer Hansel and Gretel – Humperdinck (1891) <a href="https://www.classroom200.org/lesson-plans/4">https://www.classroom200.org/lesson-plans/4</a> 6. Maple Leaf Rag – Joplin (1899)	1. St Paul's Suit – Holst (1913) 2. Black and Tan Fantasy – Duke Ellington (1927) 3. Bolero – Ravel (1928) <a href="https://www.classroom200.org/lesson-plans/149">https://www.classroom200.org/lesson-plans/149</a> 4. 1 <sup>st</sup> mvt Afro-American Symphony – Still (1930) 5. Peter's Theme Peter and the Wolf – Prokofiev (1936) <a href="https://www.classroom200.org/lesson-plans/148">https://www.classroom200.org/lesson-plans/148</a> 6. 2nd mvt. Symphony no. 10 – Shostakovich (1953)	1. Fantasia- Disney, various (1941) 2. The Waltzing Cat – Leroy Anderson (1950) 3. Courtly Dances – Britten (1953) 4. The Pirates of the Caribbean – Klaus Badelt & Hans Zimmer 5. Night Ferry – Anna Clyne (2012) 6. Under the Sea – Little Mermaid	1. Class choice of popular music 2. Rock n Roll: Hound Dog – Elvis Presley (1956) <a href="https://www.classroom200.org/lesson-plans/75">https://www.classroom200.org/lesson-plans/75</a> 3. Pop: With a Little Help from My Friends – The Beatles (1967) 4. Raindrops keep falling on my head – David and Bacharach (1969) 5. Reggae: Music in the Air- Matumbi (1977) 6. Stand Up – Blue Lab Beats ft. Kaidi Akininbi, Richie Garrison, Ms MAURICE (2019)	1. Sikuriadas – Inti-Illimani (Peru) 2. Mylecharaine's March – Barrule (Ireland) 3. Baris – Gong Kebyar of Peliatan (Indonesia) <a href="https://www.classroom200.org/lesson-plans/91">https://www.classroom200.org/lesson-plans/91</a> 4. I got kicked by a kangaroo (Australia) 5. The Herring Song (England) <a href="https://www.classroom200.org/lesson-plans/39">https://www.classroom200.org/lesson-plans/39</a> 6.
<b>Year 3</b>	1. Che Si Puo Fare – Barbara Strozzi (1664)	1. Overture Ruslan and Lyudmila – Glinka (1837)	1. Nocturne for Violin & Piano – Lili Boulanger	1. Somewhere Over the Rainbow – Judy Garland (1939)	1. Funk: I got you (I feel Good) – James Brown (1964)	1. Sahela Re –Kishori Amonkar (India) 2. Kaeru no uta (Japan) 3. A ram sam sam (Morocco)

	2. Canon in D – Pachelbel (1680) 3. Winter from 4 seasons – Vivaldi (1725) 4. Hallelujah from Messiah – Handel (1741) 5. Trumpet Concerto in E flat – Haydn (1796) 6. 1st mvt Moonlight Sonata Beethoven (1802)	2. Night on a bare mountain – Mussorgsky (1867) 3. Slavonic dance no. 8 – Dvorak (1878) 4. 2 <sup>nd</sup> Mvt Scheherazade – Rimsky-Korsakov (1888) 5. The Sorcerer's apprentice – Dukas (1896) 6. South African national anthem Nkosi Sikelel' iAfrica (1897)	2. Dance of the knights, Romeo & Juliet – Prokofiev (1935) 3. Sabre Dance – Khachaturian (1941) 4. 4 sea interludes from peter Grimes – Britten (1945) 5. Circus Music Suite, red pony – Copland (1948) 6. Piano Concerto – Florence Price (1934)	2. Different trains – Steve reich (1988) 3. Lux Aeterena – Elgar, arr. Cameron (1996) 4. How Far I'll Go from Muana – Auli'i Cravalho (2016) 5. Anthology of Fantastic Zoology – Mason Bates (2015) 6. Harry Potter and the Philosopher's Stone Theme – John Williams (2004) 7. Jai Ho – Slumdog Millionaire	2. Disco: Le Freak – Chic (1978) 3. Rock: We Will Rock You – Queen (1977) 4. Cleopatra Commin At'cha (Cleopatra's Theme) 1998 <a href="https://www.youtube.com/watch?v=U_ZoJHCefY4">https://www.youtube.com/watch?v=U_ZoJHCefY4</a> 5. Garage: Sweet Like Chocolate – Shanks and Bigfoot (1999) 6. Long Road – Jake Isaac (2017) <a href="https://www.youtube.com/watch?v=xSppBNAfHiY">https://www.youtube.com/watch?v=xSppBNAfHiY</a>	4. Drummer's Reel – Dhol foundation (Pakistan) 5. Adieu, Sweet lovely Nancy (England) 6. Bim Bam Bom (Israel)
<b>Year 4</b>	1. O Eucharist – Hildegard (1140) 2. If Ye Love Me – Thomas Tallis (1560) 3. Rondeau from Abdelazar – Purcell (1676) 4. National Anthem – God save the Queen/King (1745)	1. Travelling song The Train Song – Glinka (1840) 2. Piano quintet no. 2 E maj – Louise Farrenc (1842) 3. 1 <sup>st</sup> mvt Piano Concerto A minor – Grieg (1868) 4. Sultana – Chiquinha Gonzaga (1878) 5. Romance Violin & Piano op. 23 – Amy Beach (1893)	1. Pomp & Circumstance – Elgar (1901) 2. Concertino for flute – Cecile Chaminade (1902) 3. 1 <sup>st</sup> mvt Viola Sonata – Rebecca Clarke (1919) 4. Dinah – Louis Armstrong (1920) 5. The little train of Caippira – Villa-Lobos (1930)	1. The Young Person's Guide to the Orchestra – Britten (1945) 2. Lyric for strings – Walker (1946) 3. Take 5 – David Brubeck (1959) 4. Pink Panther – Henry Mancini (1963) 5. Theme from Mission Impossible	1. Jazz: Take the 'A' Train – Duke Ellington (1939) 2. Jazz: My Baby just cares for me – Nina Simone (1958) 3. Class choice popular music	1. Bim Bam Bom (Israel) 2. Kalinka (Russia) 3. Tropical Bird (Trinidad) 4. Bhabiye Akh Larr Gayee (Punjab/UK) 5. Namuma (Ghana) 6. Prickle Eye Bush – Bellowhead (2016)

	5. 4 <sup>th</sup> mvt Symphony no. 5 – Beethoven (1808) 6. Fur Elise – Beethoven (1810)	6. Humoresque no.7 – Dvorak (1894)	6. Night Mail – Britten (1936)	– Lalo Schifrin (1996) 6. When I grow Up – Matilda the Musical (2013)	4. 90'S Indie Wonderwall – Oasis (1995) 5. Class choice popular music 6. Reuben James – My line <a href="https://www.youtube.com/watch?v=nIZaJoBsZL8">https://www.youtube.com/watch?v=nIZaJoBsZL8</a>	
<b>Year 5</b>	1. Jubilate Deo – Gabrieli (1587) 2. Beatus Vir – Monteverdi (1630) 3. Dido's Lament – Purcell (1677) 4. Pt 1: Chorale from St John Passion – Bach (1724) 5. 1 <sup>st</sup> mvt symphony no.40 G minor – Mozart (1788) 6. Papagenos song from Magic Flute – Mozart (1791) 7. Philadelphia Firemans' Cotillion – Francis Frank Johnson (1792-1844)	1. Fantasy Impromptu – Chopin (1834) 2. 1 <sup>st</sup> mvt Piano Quintet no. 1 A minor – Louise Farrenc (1839) 3. 1 <sup>st</sup> mvt Piano Trio – Fanny Mendelssohn (1846) 4. Andante molto from Romance for Violin and Piano – Clara Schumann (1853) 5. Dies Iraw from Requiem – Verdi (1874) 6. 1 <sup>st</sup> Mvt Holberg Suite – Grieg (1884)	1. 1 <sup>st</sup> vt Piano Concerto no. 2 C minor – Rachmaninoff (1900) 2. Symphonic Variations on African Air – Coleridge-Taylor (1906) Deep River (arr Coleridge Taylor) – Sheku Kanneh-Mason (2018) <a href="https://www.thestrad.com/video/kanneh-mason-trio-performs-deep-river/8608.article">https://www.thestrad.com/video/kanneh-mason-trio-performs-deep-river/8608.article</a> 3. Sacrificial Dance Rite of Spring – Stravinsky (1913) 4. Livery Stable Blues – Original Dixieland Jazz Band (1917)	1. Salt Peanuts – Charlie Parker/Dizzy Gillespie (1942) 2. Jazz: Watermelon Man – Herbie Hancock (1962) 3. Variations on a theme by Paganini – Andrew Lloyd Webber (1978) 4. Short ride in a fast machine – John Adams (1986) 5. Mighty River - Errollyn Wallen (2017) <a href="https://www.youtube.com/watch?v=bdiltQdRIjE">https://www.youtube.com/watch?v=bdiltQdRIjE</a> 6. City of Stars- LaLa Land (2016)	1. Folk: A Hard rain's a gonna fall – Bob Dylan (1963) 2. R&B Soul: Love really hurts without you – Billy Ocean (1976) 3. 80's Synth Pop: Smalltown Boy – Brinski Beat (1984) 4. 90's Singer/ Songwriter Play Dead – Bjork (1993) 5. Human – Rag n Bone Man (2016) compare to Vade version <a href="https://music.youtube.com/watch?v=y0MhRZgtZ4c&amp;feature=share">https://music.youtube.com/watch?v=y0MhRZgtZ4c&amp;feature=share</a>	1. Go down Moses – Harlem Gospel (USA) 2. Inkanyezi Nezazi – Ladysmith Black Mambo (South Africa) 3. Jin-Go-La-Ba –drums of passion (Nigeria) 4. Hela'r Dryw (Wales) 5. Oh Danny Boy - compare trad. and Mark Bunney (Ireland) 6. Four White Horses (Caribbean)



			5. English Folk Song Suite – Vaughan Williams (1923) 6. Londonderry Air – Grainger (1938)		6. Florence – Loyle Carner (2017)	
<b>Year 6</b>	1. Ave Maris Stella from Vespers of the Blessed Virgin – Monteverdi (1610) 2. 3 <sup>rd</sup> Mvt Violin Concerto E major – Bach (1730) 3. 3 <sup>rd</sup> Mvt Horn Concerto no.4 – Mozart (1796) 4. Symphony no. 11 D amj – Chevalier de Saint-Georges (1779) 5. Overture from Zemira – Jose Mauricio Nunes Garcia (1803) 6. Mazurkas opus 24 – Chopin (1826)	1. Raindrop Prelude – Chopin (1838) 2. Hungarian Dance no. 5 – Brahms (1858) 3. Diatonica Armonia for Piano George Bridgetower (1812) 4. 1812 Overture – Tchaikovsky (1880) 5. String Quartet in G minor – Debussy (1892) 6. 2 <sup>nd</sup> mvt String Quartet F major – Ravel (1893)	1. Hava Nagila – Various (1918) (jewish folk song) 2. Runaway Blues – Ma Rainey (1928) 3. Fantasia on Greensleeves – Vaughan Williams (1934) 4. Intro from The Ordering of Moses (Dett) (1937) 5. 2 <sup>nd</sup> Mvt Concierto de Aranjues (Joaquin Rodrigo (1939) 6. Round Midnight – Miles Davis (1957)	1. Do-Re-Mi from The Sound of Music – Hammerstein (1965) 2. 6 Planos – Steve Reich (1974) 3. Theme from Jaws – John Williams (1975) 4. Butterfly – Courtney Pine ft Omar (2017) compare to original Herbie Hancock (1974) <a href="https://www.youtube.com/watch?v=3DyntTQlbQk">https://www.youtube.com/watch?v=3DyntTQlbQk</a> 5. Rise Up Riddim – Ayana Witter Johnson <a href="https://www.youtube.com/watch?v=1fEDvOuuhy">https://www.youtube.com/watch?v=1fEDvOuuhy</a> 6. Do You Hear the People Sing – Les Miserables	1. Waterloo – ABBA (1974) 2. Black Pride – Brown Sugar (1977) <a href="https://www.youtube.com/watch?v=6jIG-o1RUrA">https://www.youtube.com/watch?v=6jIG-o1RUrA</a> 3. Every Breath you take – The Police (1983) 4. Back to life – Soul II Soul (1989) 5. You Gotta Be – Des'ree (1994) <a href="https://www.youtube.com/watch?v=pO40TcKa_5U">https://www.youtube.com/watch?v=pO40TcKa_5U</a> 6. 90's R n B: Say My Name – Destiny's Child (1999)	1. Senwa de Dende (Ghana) 2. Sprinting Gazelle – Reem Kelani (Middle East) 3. Grand Etang/ Hull's Reel (Scotland) 4. Rangsang –Gamelan (Indonesia) 5. Suo Gan (Wales) 6. Scarborough Fair – Simon & Garfunkel (1966) 7. The Rain it Rains – Spiers and Boden (England)



Overview of Music Topics						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p>Jolly Music</p> <ul style="list-style-type: none"> <li>• Feel and demonstrate the beat.</li> <li>• Vocabulary: beat</li> <li>• Recognise and show to pitches (high and low)</li> <li>• Vocabulary: pitch.</li> <li>• Call and response pitch matching.</li> </ul>	<p>Jolly Music</p> <ul style="list-style-type: none"> <li>• Feel and demonstrate the beat in a song with rest.</li> <li>• Keep the beat during rest</li> <li>• Keep the beat in pairs.</li> <li>• Call and response pitch matching.</li> <li>• Recognise and show to pitches (high and low).</li> </ul>	<p>Jolly Music</p> <ul style="list-style-type: none"> <li>• More complex beat-keeping (multiple actions and trotting)</li> <li>• Keep the beat during rest</li> <li>• Keep the beat in pairs.</li> <li>• Start tapping the rhythm.</li> <li>• Call and response pitch matching.</li> <li>• Recognise and show three pitches (high-middle and low).</li> <li>• Solo singing, encourage children to sing in front of the class.</li> </ul>	<p>Jolly Music</p> <ul style="list-style-type: none"> <li>• More complex beat-keeping (multiple actions and trotting)</li> <li>• Keep the beat during rest</li> <li>• Keep the beat in pairs.</li> <li>• Call and response pitch matching.</li> <li>• Recognise and show three pitches (high-middle and low).</li> <li>• Continue practicing tapping the beat and the rhythm.</li> </ul>	<p>Jolly Music</p> <ul style="list-style-type: none"> <li>• More complex beat-keeping (multiple actions and trotting)</li> <li>• Keep the beat during rest</li> <li>• Keep the beat in pairs.</li> <li>• Call and response pitch matching.</li> <li>• Recognise and show three pitches (high-middle and low).</li> <li>• Continue practicing tapping the beat and the rhythm.</li> <li>• Solo singing create new simple lyrics/actions</li> </ul>	<p>Jolly Music</p> <ul style="list-style-type: none"> <li>• Introduce visual representations of the beat (heart beats)</li> <li>• Introduce the use of pitched percussion for free improvisation/spontaneous composition</li> <li>• Introduce non pitched percussion for call and response rhythm games.</li> <li>• More complex beat-keeping (multiple actions and trotting)</li> <li>• Keep the beat during rest</li> <li>• Keep the beat in pairs.</li> <li>• Call and response pitch matching.</li> <li>• Recognise and show three pitches (high-middle and low).</li> <li>• Continue practicing</li> </ul>

						tapping the beat and the rhythm. <ul style="list-style-type: none"> <li>• Solo singing</li> <li>• Encourage children to create new simple lyrics/actions</li> </ul>
<b>Reception</b>	Children will review same content as in Nursery (Jolly music Beginners Book) with the addition of the use of visual representation of the beat (heart beats drew on the whiteboard) and the use of rhythm cards to visualise rhythm patterns learnt in the songs). At this level children begin to connect embodied musical skills with their visual representation. Children will continue exploring the sound of tuned and untuned percussion as a way of creatively expressing themselves through sound.					
<b>Year 1</b>	Jolly Music <ul style="list-style-type: none"> <li>• Recognise the pulse and rhythm</li> <li>• Differentiate between pulse and rhythm.</li> </ul>	Jolly Music <ul style="list-style-type: none"> <li>• Recognise three pitches (high, medium, low)</li> <li>• Show a visual representation of the pitch and pulse</li> </ul>	Jolly Music <ul style="list-style-type: none"> <li>• Explore the movement of pitch</li> <li>• Perform pulse and rhythm simultaneously</li> </ul>	Jolly Music <ul style="list-style-type: none"> <li>• Learn the new rest gesture</li> <li>• Visual representations of pulse and rhythm</li> </ul>	Jolly Music <ul style="list-style-type: none"> <li>• Revise various songs and rhymes</li> <li>• Visuals representations of pulse and rhythm</li> </ul>	Jolly Music <ul style="list-style-type: none"> <li>• Visual representations of rhythm and pitch.</li> <li>• Learn <i>solfa</i> names and hand signs <i>so</i> &amp; <i>mi</i>.</li> <li>• Rhythm names <i>ta</i> and <i>ti-ti</i></li> <li>• Children will develop their composition skills by using tuned and untuned percussion to create their own music. At this stage rhythmical ostinatos will be given to children as a starting point.</li> <li>• Children will create a graphic score inspired by</li> </ul>

						a painting. They will perform their compositions to the class using tuned and untuned percussion.
<b>Year 2</b>	<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>Revise <i>so, mi</i></li> <li>Combine pitch and rhythm notation</li> <li>Perform pulse and rhythm simultaneously</li> </ul>	<p>Jolly Music/ Nativity-</p> <ul style="list-style-type: none"> <li>Read and write rhythms using rhythm names</li> <li>Work at internalising and pitch recognition</li> </ul>	<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>Recognise and demonstrate simple phrasing</li> <li>Read rhythms</li> </ul>	<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>Revise know rhythm repertoire</li> <li>Pulse-keeping/ phrasing/ written rhythms/ <i>la-so-mi</i></li> </ul>	<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>Explore faster/ slower pulse-keeping</li> <li>Work on pulse in songs with rests</li> </ul>	<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>Preparing <i>la</i> and reading rhythms</li> <li>Learn <i>la</i> solfa name and hand signs.</li> <li>Learn notation for <i>ta</i> rest.</li> <li>Children will continue developing their composition skills further by creating their own melodies within a given musical scale ( Pentatonic Major/ Pentatonic minor) Children will create their own compositions exploring different rhythmical patterns and tone sets.</li> </ul>
<b>Year 3</b>	Jolly Music:	Jolly Music:	<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>Explore varying tempo</li> </ul>	<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>Revise phrasing</li> </ul>	<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>Improvise words to a simple tune</li> </ul>	Jolly Music:

	<ul style="list-style-type: none"> <li>• Improvise rhythmic patterns</li> <li>• Perform rhythms with body percussion</li> <li>• Recorder</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise rhythm patterns with a partner</li> <li>• Walk pulse and clap rhythm simultaneously</li> <li>• Nativity</li> </ul>	<ul style="list-style-type: none"> <li>• Memorise a four bar rhythm pattern</li> <li>• Recorder</li> </ul>	<ul style="list-style-type: none"> <li>• Revise pitch recognition</li> <li>• Sing a simple song in canon</li> <li>• Recorder</li> </ul>	<ul style="list-style-type: none"> <li>• Revise stick notation</li> <li>• Sing longer and more complex songs</li> <li>• Recorder</li> </ul>	<ul style="list-style-type: none"> <li>• Perform clapped ostinato while singing</li> <li>• Revise hand signs and stick notation</li> <li>• LSO Discovery Project (when running)</li> <li>• Children will expand their composition skills by creating music for a short animation. At this stage children are encouraged to work with garage band to create compositions with two parts harmony in addition to composing using tuned/untuned instruments as well as using graphic notation.</li> </ul>
<b>Year 4</b>	<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>• Work on songs with the tone set la – so-mi- do</li> <li>• Prepare the melodic pattern so-mi-do; read and write all possible four-beat rhythms with ta and ti-ti</li> <li>• Identify and show hand signs for the pitches in short ‘chains’</li> <li>• Guitar</li> </ul>		<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>• Explore the strong and weak beats</li> <li>• Ostinato work, singing and clapping at the same time</li> <li>• Improvisation of sounds, actions and pitch</li> <li>• Guitar</li> </ul>		<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>• Perform songs in ABA and ABBA form</li> <li>• Learn new rhythm tika-tika</li> <li>• Identify open and closed phrase endings.</li> <li>• Guitar</li> </ul>	<p>Jolly Music:</p> <ul style="list-style-type: none"> <li>• Learn solfa name re</li> <li>• Learn meaning of tutti and solo</li> <li>• Sing in two parts with the teacher</li> <li>• Pure Voices</li> <li>• Guitar</li> <li>• Children will expand their composition skills</li> </ul>

						by creating music in different styles At this stage children should feel confident in writing multiple musical parts using garage band.
<b>Year 5</b>	<b>Guitar</b>  <b>South and West Africa (kapow)</b>	<b>Guitar</b>  <b>Young Voices</b>	<b>Guitar</b>  <b>Young Voices</b>  <b>Composition Egypt (Kapow)</b>	<b>Guitar</b>  <b>Musical Theatre (Kapow)</b>	<b>Guitar</b>  <b>Looping and remixing (kapow)</b>	<b>Guitar</b>  <b>Choir for Y6 Show</b>
<b>Year 6</b>	<b>Music Production</b>  <b>Kapow – Baroque</b>	<b>Music Production</b>  <b>Young Voices</b>	<b>Music Production</b>  <b>Young Voices</b>  <b>Dynamics, pitch and texture (Kapow)</b>	<b>Music Production</b>  <b>Film music (Kapow)</b>	<b>Music Production</b>  <b>Theme and variation (Kapow)</b>	<b>Music Production</b>  <b>Year 6 Show</b>

## Music Knowledge and Skills Progression Map

		End of Year Expectations	Greater Depth
EYFS	<p><u>ELG:</u></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><b>Birth to 5 Matters</b></p> <p><b>Ranges 3-4</b></p> <ul style="list-style-type: none"> <li>Expresses self through physical actions and sound (R3)</li> <li>Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music (R4)</li> <li>Creates rhythmic sounds and movements (R4)</li> </ul> <p><b>Ranges 5-6</b></p> <ul style="list-style-type: none"> <li>Uses movement and sounds to express experiences, expertise, ideas and feelings (R5)</li> <li>Experiments and creates movement in response to music, stories and ideas (R5)</li> <li>Sings to self and makes up simple songs (R5)</li> <li>Creates sounds, movements, drawings to accompany stories (R5)</li> <li>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences (R6)</li> <li>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes (R6)</li> <li>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping (R6)</li> <li>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs (R6)</li> </ul>		
EYFS	<b>Singing</b>	<p><u>Phrasing and Structure</u></p> <ul style="list-style-type: none"> <li>Develop feeling for the length of a song (trotting game)</li> <li>Group and duet work with Q&amp;A songs</li> <li>Q&amp;A games (e.g. 'Doggie, Doggie')</li> </ul> <p><u>Repertoire</u></p> <p>Learn songs with two pitches (s, m) and three pitches (s, m, d or s, l, m)</p>	
	<b>Listening</b>	<ul style="list-style-type: none"> <li>Respond to sung instructions with and later without words</li> <li>Signals game (respond to a variety of sung signals without words)</li> </ul>	

		Learn signals for teacher sings/ class sing	
	<b>Composing</b>	<ul style="list-style-type: none"> <li>• Make a range of sounds with their voice</li> <li>• Make a range of sounds with instruments</li> <li>• Represent sounds pictorially</li> <li>• Begin to sequence sounds to create a rhythm or beat?</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat (short rhythmic and melodic) patterns?</li> <li>• Begin to read pictorial representations of music? (e.g. colour-coded bells, music story maps)</li> </ul>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>• Perform a song or rhyme solo</li> <li>• Explore different kinds of voice production</li> <li>• Be able to alter the speed of a song</li> <li>• Change voices (speak, sing, whisper) at a given signal</li> </ul> <u>Improvisation</u> <ul style="list-style-type: none"> <li>• Improvise pulse actions to a song</li> <li>• Improvise different words to 'Up and Down'</li> </ul> <u>Concepts/Analysis</u> <ul style="list-style-type: none"> <li>• Distinguish between loud and quiet, fast and slow, speaking and singing; be able to perform in these ways</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a rhythm</li> </ul>
	<b>Musicianship</b>	<u>Pulse and Rhythm</u> <ul style="list-style-type: none"> <li>• Perform actions in time with pulse of song or rhyme, individually, in pairs, and changing partners, and moving from simpler to more complex actions</li> <li>• Learn the concept of pulse ('heartbeat') and later the word 'pulse'</li> <li>• Be able to Wind the pulse of a song</li> <li>• Count the beats in a song</li> <li>• Tap the rhythm of songs</li> <li>• Learn the word 'rhythm'</li> <li>• Compare the rhythms of two songs</li> <li>• Identify a song by its rhythm</li> </ul> <u>Pitch</u> <ul style="list-style-type: none"> <li>• Distinguish between high and low</li> <li>• Show the pitches of known material with hand movements</li> <li>• Match someone else's pitch</li> <li>• Show the pitches of a song with actions ('Rain is falling down')</li> </ul> <u>Rests</u> <ul style="list-style-type: none"> <li>• Learn songs with rests</li> <li>• Perform an action in a rest</li> </ul>	



		<ul style="list-style-type: none"><li>• Improvise actions and sounds in a rest</li><li>• Learn what rests are; revise songs with rests and identify the rests</li><li>• Work on consciously showing rests</li></ul>	
	Musical Literacy	Work with visual representation of the pulse (hearts) in several songs	
	Appraising	<ul style="list-style-type: none"><li>• Say if they like or dislike a piece of music</li><li>• Identify and distinguish environmental sounds</li><li>• Begin to describe the sounds (e.g. loud, soft, high, low, fast, slow)</li><li>• Begin to express how music makes them feel</li></ul>	<ul style="list-style-type: none"><li>• Identify reasons why they like some music more than others</li></ul>
	Vocabulary	Pulse, song, rhyme, ‘thinking voice’, quartet, rhythm, duet, rest	
Key Stage 1	<b>National Curriculum Objectives:</b> Pupils should be taught to: <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 inter-related dimensions of music.</li></ul>		
Year 1	Singing	<u>Phrasing and Structure</u> <ul style="list-style-type: none"><li>• Continued work on Q&amp;A songs</li></ul> Observe same rhythms in different songs	
	Listening	<ul style="list-style-type: none"><li>• New signal, ‘Come and make a line’</li><li>• New signal, ‘Turn yourself around’</li><li>• Signals game with more signals</li><li>• Altering the melody of known songs; analysing the changes (‘Jelly on a Plate’)</li></ul> Recognise songs from their rhythm	
	Composing	<ul style="list-style-type: none"><li>• Improvise simple vocal chants, using question and answer phrases.</li><li>• Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey.</li></ul>	<ul style="list-style-type: none"><li>• Give a reason for choosing an instrument</li></ul>

		<ul style="list-style-type: none"> <li>Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> <li>Recognise how graphic notation can represent created sounds.</li> <li>Explore and invent own symbols.</li> </ul>	
	<b>Performing</b>	<ul style="list-style-type: none"> <li>Work on getting louder and getting softer</li> </ul> <u>Improvisation</u> <ul style="list-style-type: none"> <li>Improvise sung answers to a sung question ('What do you wish for?')</li> <li>Improvise words to the rhyme 'Jelly on a Plate'</li> </ul>	<ul style="list-style-type: none"> <li>Perform a rhythm to a steady pulse</li> </ul>
	<b>Musicianship</b>	<u>Pulse and Rhythm</u> <ul style="list-style-type: none"> <li>Walk the pulse while playing it on a drum</li> <li>More complex games</li> <li>Distinguish between rhythm and pulse</li> <li>Work on rhythm in singing and thinking voices; work on Q&amp;A songs in the same way</li> <li>Echo short rhythms performed by the teacher</li> <li>Play 'pass the song' (each child in a group sings one beat of the song)</li> <li>Show the accents in a song ('On a Log')</li> <li>Perform rhythm and pulse together in groups, in singing and thinking voices</li> <li>Observe same rhythms in different songs</li> </ul> <u>Pitch</u> <ul style="list-style-type: none"> <li>Be able to sing greeting at a different pitch from previous person</li> <li>Showing the shape of a melody with hand movements ('musical pencils') and body movements ('Jack in the Box')</li> <li>New Q&amp;A greeting, emphasis on pitch matching Increased emphasis on showing so and mi in sung greeting (names not learned yet)</li> <li>Show pitches sung by the teacher in random order (so and mi only)</li> </ul>	

		<ul style="list-style-type: none"> <li>Learn the solfa names and handsigns for so and mi</li> </ul> <u>Rests</u> <ul style="list-style-type: none"> <li>Continued work on showing rests.</li> </ul> Learn the rest gesture	
	<b>Appraising</b>	<ul style="list-style-type: none"> <li>Form an opinion to express how they feel about a piece of music</li> <li>Identify what different sounds could represent and give a reason why</li> <li>Recognise repeated patterns</li> <li>Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds</li> <li>Hear the pulse in a piece music</li> <li>Tell the difference between loud and quiet sounds</li> <li>Describe how sounds are made and changed</li> <li>Respond to different moods in music and say how a piece of music makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>Identify texture - listening for whether there is more than one sound at the same time</li> <li>Identify musical structure in a piece of music (verse, chorus etc)</li> </ul>
	<b>Musical Literacy</b>	<ul style="list-style-type: none"> <li>Create visual representations of rhythm combined with pulse for known songs (writing words, then crosses, on to heartbeats)</li> <li>Understanding how rhythm relates to pulse. Create these from known songs.</li> <li>Recognise songs from rhythm pictures</li> <li>Learn the rhythm names ta and ti-ti for crotchets and quavers and the written symbols; sing known songs with rhythm names; recognise the written rhythms of known songs</li> <li>Visual representation of pitches (pictures, e.g. Wlowers for 'Burney Bee')</li> <li>Add solfa names to pitch pictures</li> <li>Sing known material from pitch pictures with solfa names</li> </ul>	
	<b>Vocabulary</b>	Singing name/solfa; the solfa names so, mi; the rhythm names ta, ti-ti	
<b>Year 2</b>	<b>Singing</b>	<u>Phrasing and Structure</u> <ul style="list-style-type: none"> <li>Show accents by bouncing ball</li> <li>Perform alternate phrases of a rhyme or song in different voices</li> <li>Perform rhyme as a 'relay' – one group performs each phrase</li> </ul>	

		<ul style="list-style-type: none"> <li>Count the phrases in a song</li> <li>Play a game that involves changing partners after each phrase</li> </ul>	
	<b>Listening</b>	Identify short melodies sung in random order by teacher ('Hello, everyone')	
	<b>Composing</b>	<ul style="list-style-type: none"> <li>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</li> <li>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Can they use simple structures (e.g. repetition and order) in a piece of music?</li> <li>Do they know that phrases are where we breathe in a song?</li> </ul>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>Perform 'Engine, Engine' with pulse ostinato in two groups</li> <li>Perform 'Engine, Engine' with rhythm ostinato in two groups</li> <li>Play more complex games with partner clapping and changing partners</li> </ul>	<ul style="list-style-type: none"> <li>Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</li> </ul>
	<b>Musicianship</b>		

	<b>Appraising</b>	<ul style="list-style-type: none"><li>• Identify particular features when listening to music</li><li>• Begin to associate sounds they hear with instruments</li><li>• Independently identify the pulse in a piece of music and tap along</li><li>• Listen carefully to recall short rhythmic patterns</li><li>• Begin to recognise changes in timbre, dynamics and pitch</li><li>• Recognise and name different instruments by sight</li><li>• Evaluate and improve their own work and give reasons</li></ul>	<ul style="list-style-type: none"><li>• Tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</li></ul>
	<b>Musical Literacy</b>	<ul style="list-style-type: none"><li>• Analyse and learn to read a variety of four-beat rhythms, including crotchets, quavers and the crotchet rest</li><li>• Continue to create rhythm pictures for known songs, including songs with rests</li><li>• Learn to write melodies by combining solfa notation with rhythm sticks</li><li>• Recognise songs from their written rhythms</li><li>• Listen to a rhythm and identify its written version</li></ul> Learn written notation for the rest and read it from rhythm cards	
	<b>Vocabulary</b>	<ul style="list-style-type: none"><li>• phrase; the solfa name la</li><li>• Downbeats, fast (allegro), slow (adagio), pulse, beat</li><li>• High, low, rising, falling; pitch range do–so</li><li>• Call and response; question phrase, answer phrase, echo, ostinato</li><li>• Drone</li><li>• Unison, layered, solo</li><li>• Loud (forte), quiet (piano)</li></ul>	
<b>Key Stage 2</b>	<p><u>National Curriculum:</u> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li></ul>		

	<ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>		
Year 3	Singing	<u>Phrasing and Structure</u> <ul style="list-style-type: none"> <li>• Identify phrases in songs with uneven phrase lengths</li> <li>• 'Conversation' songs</li> </ul> <u>Improvisation</u> <ul style="list-style-type: none"> <li>• Improvise rhythm patterns with a partner</li> <li>• Improvise rhythm patterns in turn to a steady pulse</li> <li>• Improvise sung answers to sung questions</li> </ul>	
	Listening	Compare songs phrase by phrase and observe the similarities and differences in rhythm and pitch	
	Composing	<u>Improvise</u> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul> <u>Compose</u> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</li> <li>• Compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a simple piece of music that they can recall to use again</li> <li>• Understand metre in 4 beats; then 3 beats</li> </ul>

	<b>Performing</b>	<ul style="list-style-type: none"> <li>• Be able to perform known material with words, solfa names and handsigns, or rhythm names Perform song with words and rhythm names in two groups</li> <li>• Control the tempo of a song</li> <li>• Games with actions showing pulse and rhythm, and using rests</li> <li>• Perform a short tune in canon ('Row, Boys, Row'), with words and with solfa names</li> </ul>	<ul style="list-style-type: none"> <li>• Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</li> </ul>
	<b>Musicianship</b>	<p><u>Pulse and Rhythm</u></p> <ul style="list-style-type: none"> <li>• Consolidation of pulse work through actions and games</li> <li>• Observe the difference in tempo between similar songs</li> <li>• Increase or decrease the tempo of songs Consolidation of rhythm work through actions and games</li> <li>• Performing rhythm of songs with body percussion Sing 'The Wolf Song' and perform ostinato with body percussion at the same time</li> </ul> <p><u>Pitch</u></p> <ul style="list-style-type: none"> <li>• Sing known and new tunes from handsigns shown by the teacher</li> <li>• Work out the pitches and show handsigns for three-pitch tunes sung by the teacher ('Hello, everyone' variations)</li> <li>• Sing back a tune sung by the teacher, with solfa and handsigns</li> <li>• Use body movements to show the pitches of a song with l-s-m-d</li> <li>• Learn the new solfa name do and its handsign</li> <li>• Learn new material by singing from the teacher's handsigns</li> <li>• Identify the 'playground chant' (s-m-l-s-m) in songs, especially traditional children's songs 'Singing piano' – each child sings one pitch of a song</li> </ul> <p><u>Rests</u></p> <ul style="list-style-type: none"> <li>• Working with phrases in songs with rests</li> </ul> <p><u>Notation</u></p> <ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• 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, Bb, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C</li> <li>• Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</li> </ul>	



		<ul style="list-style-type: none"> <li>Identify: • Stave • Treble clef • Time signature</li> <li>Identify and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>Read and perform pitch notation within a range.</li> </ul> <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>	
	<b>Playing Recorder</b>		
	<b>Appraising</b>	<ul style="list-style-type: none"> <li>Create repeated patterns using a range instruments</li> <li>Create accompaniments for melodies</li> <li>Combine different sounds to create a specific mood or feeling</li> <li>Understand how the use of tempo can provide contrast within a piece of music</li> <li>Begin to read and write musical notation</li> <li>Effectively choose, order, combine and control sounds to create different textures</li> <li>Use silent beats for effect (rests)</li> <li>Combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition</li> </ul>	<ul style="list-style-type: none"> <li>Recognise changes in sounds that move incrementally and more dramatically</li> <li>Compare repetition, contrast and variation within a piece of music</li> </ul>
	<b>Musical Literacy</b>		
	<b>Vocabulary</b>		
<b>Year 4</b>	<b>Singing</b>	<ul style="list-style-type: none"> <li>Perform song with groups and whole class alternating; describe the form of the performance using letters (e.g. ABA)</li> <li>Show open and closed phrase endings with body movements while singing a song</li> </ul> <p><u>Repertoire</u></p> <ul style="list-style-type: none"> <li>Learn songs with Wive pitches (l, s, m, r, d)</li> </ul> <p><u>Improvistaion</u></p> <ul style="list-style-type: none"> <li>Improvise four-note melodies for the class to sing back</li> <li>Improvise melodies to a rhyme ('Five Fat Sausages) Lead the 'Magic Box' game, improvising tunes for the questions</li> <li>Lead the Lemonade game, changing the words, the starting pitch or both</li> </ul>	

	<b>Listening</b>	<ul style="list-style-type: none"> <li>Identify the pattern d-m-s and its reverse in new songs</li> <li>Be able to identify the toneset in songs and Hellos</li> </ul>	
	<b>Composing</b>	<ul style="list-style-type: none"> <li>Use notations to record and interpret sequences of pitches</li> <li>Use standard notation</li> <li>Use notations to record compositions in a small group or on their own</li> <li>Use notation in a performance</li> </ul>	<ul style="list-style-type: none"> <li>Explore and use sets of pitches, e.g. 4 or 5 note scales</li> <li>Show how they can use dynamics to provide contrast</li> </ul>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>Sing the question solo in a Q&amp;A song</li> <li>Sing in different voices as cued by the teacher): singing, speaking, thinking, whispering, humming, with solfa names, with rhythm syllables</li> <li>Perform a song while the teacher sings or plays a counter melody ('Geshem, Geshem Bo')</li> </ul>	<ul style="list-style-type: none"> <li>Use selected pitches simultaneously to produce simple harmony</li> </ul>
	<b>Musicianship</b>	<u>Rhythm and Pulse</u> <ul style="list-style-type: none"> <li>Observe that in some songs the beats are grouped in twos 'Bounce High', 'Mrs White') or fours ('The Magic Box', 'Dusky Bluebells')</li> <li>Perform increasingly complex actions in time with songs and rhymes</li> <li>Walk the pulse and clap the rhythm at the same time ('Mrs White')</li> <li>Continued ostinato work ('Ickle, Ockle')</li> </ul> <u>Pitch</u> <ul style="list-style-type: none"> <li>Work out the solfa and show the hand signs for short 'chains' of four notes sung by the teacher</li> <li>Work out the solfa for increasingly complex melodies, including 'Chicken on a Fencepost' (toneset l s m r d)</li> <li>Learn the new solfa name re and its hand sign</li> </ul> <u>Rests</u> <ul style="list-style-type: none"> <li>Continued work on keeping the pulse through rests ('Pass the pulse')</li> </ul>	
	<b>Appraising</b>	<ul style="list-style-type: none"> <li>Explain why silence is used in a piece of music and say what effect it has</li> <li>Start to identify the character of a piece of music?</li> <li>Describe and identify the different purposes of music</li> <li>Begin to identify with the style of work of established composers (e.g. Beethoven, Mozart, Elgar etc)</li> </ul>	<ul style="list-style-type: none"> <li>Identify how a change in timbre can change the effect of a piece of music</li> </ul>

		<ul style="list-style-type: none"> <li>Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition</li> </ul>	
	<b>Musical Literacy</b>	<ul style="list-style-type: none"> <li></li> </ul>	
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li></li> </ul>	
<b>Year 5</b>	<b>Singing</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> <li>Perform a range of songs in school assemblies and in school performance opportunities.</li> </ul>	
	<b>Listening</b>	<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</li> <li>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>	
	<b>Composing</b>	<ul style="list-style-type: none"> <li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>Improvising coherently within a given style.</li> <li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>Using staff notation to record rhythms and melodies.</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Suggesting and demonstrating improvements to own and others' work.</li> </ul>	

	<b>Performing</b>	<ul style="list-style-type: none"> <li>• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>• Performing with accuracy and fluency from graphic and simple staff notation.</li> <li>• Playing a simple chord progression with accuracy and fluency.</li> </ul>	•
	<b>Musical Literacy</b>	<ul style="list-style-type: none"> <li>• Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</li> </ul>	
	<b>Vocabulary</b>	Balance, dotted minim, pitch notation, sheet music, staff notation, stave, 12 bar blues, ascending scale, chord, djembe, eight-beat break, master drummer, polyrhythm, pronunciation, fragment	
<b>Year 6</b>	<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>• Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> <li>• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul>	
	<b>Listening</b>	<ul style="list-style-type: none"> <li>• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</li> <li>• Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>• Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> </ul>	

	<b>Composing</b>	<ul style="list-style-type: none"> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> <li>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>Constructively critique their own and others' work, using musical vocabulary.</li> </ul>	•
	<b>Performing</b>	<ul style="list-style-type: none"> <li>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</li> <li>Performing a solo or taking a leadership role within a performance.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing by following a conductor's cues and directions.</li> </ul>	•
	<b>Musical Literacy</b>	<ul style="list-style-type: none"> <li>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> </ul>	
	<b>Vocabulary</b>	Characterise, chromatics, clashing, evoke, imagery, interpret, interval, major, melodic, military, minor, modulate, polish, timpani, tremolo, urgency, $\frac{3}{4}$ time, 4/4 time, legato, semiquaver, translate, variation	

