



Hillbourne Primary School

Music Progression of Knowledge



Intent

We want children leaving Hillbourne Primary school to be able to:

- Identify their preferences in music
- Understand the history behind pieces of music
- Read and use basic musical notation
- Have had the opportunity to learn to play the recorder, glockenspiel and ukulele
- Enjoy singing and performing
- Improvise to a range of music

Implementation

Our music curriculum aims to provide our pupils with a range of musical experiences, where they can develop a real love for music as a whole, through both musical history and singing, performing with instruments, listening, improvising, composing, notation and appraising.

We tailor and put greater emphasis on specific themes, in response to our pupils needs. For example:

- Providing a singing club after a real interest in singing was shown by children from our weekly singing assemblies
- Offering a range of music lessons taught by professional tutors
- Teaching a block of ukulele lessons for every child in Year 4 by a professional tutor

Our whole curriculum is comprehensibly planned and clearly sequenced and music follows this consistent design, effectively adapting and developing to meet the needs of ALL pupils, including those with Special Educational Needs and/ or Disabilities and those that are disadvantaged.

Our music curriculum is taught by the class teacher, who will first revisit prior learning. We return to previous learning, in order for pupils to retrieve knowledge from their long-term memory and build on this, with the introduction of new knowledge. This is through an approach of clear modelling and scaffolding of new concepts. The pupils will then practise applying this knowledge in a group or individual task and have opportunities to deepen their understanding with reasoning and explanation. We use key concepts that are thread through our Music curriculum, from EYFS to Year 6, in order to build on prior learning and support pupils making strong links in their knowledge, from previous learning.

Key Threads

At Hillbourne Primary, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Hillbourne. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in Music. The key threads are:

Listening and appraising	Use voices to sing	Play instruments	Compose and improvise	Use musical notation	Appreciate live and recorded music	Develop an understanding of the history of music	Perform and share
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Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<i>Knowledge and skills taught and recapped throughout the year</i>					
Year 1	<u>Introducing Beat</u> Key Question: How can we make friends when we sing together? Musical Genres: Hip Hop, Jazz, Pop	<u>Adding Rhythm and Pitch</u> Key Question: How does music tell stories about the past? Musical Genres: Orchestral, Pop	<u>Introducing Tempo and Dynamics</u> Key Question: How does music make the world a better place? Musical Genres: Pop, Reggae, Funk	<u>Combining Pulse, Rhythm and Pitch</u> Key Question: How does music help us to understand our neighbours? Musical Genres: Pop, Waltz	<u>Having Fun and Improvisation</u> Key Question: What songs can we sing to help us through the day? Musical Genres: Pop, Classical	<u>Explore Sound and Create a Story</u> Key Question: How does music teach us about looking after our planet? Musical Genres: Jazz, Country
Year 2	<u>Exploring Simple Patterns</u> Key Question: How does music help us to make friends? Musical Genres: Rock, Gospel	<u>Focus on Dynamics and Tempo</u> Key Question: How does music teach us about the past? Musical Genres: Jazz (swing), Choral	<u>Exploring Feelings through music</u> Key Question: How does music make the world a better place? Musical Genres: Rock 'n' Roll, Pop	<u>Inventing a Musical Story</u> Key Question: How does music teach us about our neighbourhood? Musical Genres: Marching Band, Orchestral	<u>Music that makes you dance</u> Key Question: How does music make us happy? Musical Genres: Jazz Film Music, Calypso	<u>Exploring Improvisation</u> Key Question: How does music teach us about looking after our planet? Musical Genres: Funk, Reggae
Year 3	<u>Developing Notation Skills</u> Key Question: How does music bring us closer together? Musical Genres: Country, Baroque, Pop	<u>Enjoying Improvisation</u> Key Question: What stories does music tell us about the past? Musical Genres: Disco, Funk, Folk	<u>Composing using your imagination</u> Key Question: How does music make the world a better place? Musical Genres: Pop, Ballard, Soul	<u>Sharing Musical Experiences</u> Key Question: How does music help us get to know our community? Musical Genres: Romantic, Native American, Gospel	<u>Learning more about musical styles</u> Key Question: How does music make a difference to us everyday? Musical Genres: Hip Hop, Musicals	<u>Recognising Different Sounds</u> Key Question: How does music connect us with our planet? Musical Genres: Orchestral, Pop, Hip Hop
Year 4	<u>Interesting Time Signatures</u> Key Question: How does music bring us together? Musical Genres: Soul, R&B	<u>Combining Elements to make music</u> Key Question: How does music connect us with our past? Musical Genres: Pop, Folk, Jazz	<u>Developing Pulse and Groove through improvisation</u> Key Question: How does music improve our world? Musical Genres: Disco, Orchestral, Musicals	<u>Creating simple melodies together</u> Key Question: How does music teach us about our community? Musical Genres: R&B, Classical, Rock	<u>Connecting Notes and Feelings</u> Key Question: How does music shape our way of life? Musical Genres: Electronic Dance, Romantic, Orchestral	<u>Purpose, Identity and Expression in Music</u> Key Question: How does music connect us with the environment? Musical Genres: Gospel, Choral, Funk, Dance
Year 5	<u>Melody and Harmony in Music</u> Key Question: How does music bring us together? Musical Genres: Orchestral, Gospel	<u>Sing and Play in Different Styles</u> Key Question: How does music connect us with our past? Musical Genres: Pop	<u>Composing and Chords</u> Key Question: How does music improve our world? Musical Genres: Jazz, Soul	<u>Enjoying Musical Styles</u> Key Question: How does music teach us about our community? Musical Genres: Reggae, Film and TV Soundtracks	<u>Freedom to Improvise</u> Key Question: How does music shape our way of life? Musical Genres: Hip Hop, Funk	<u>Battle of the Bands!</u> Key Question: How does music connect us with the environment? Musical Genres: R&B
Year 6	<u>Music and Technology</u> Key Question: How does music bring us together? Musical Genres: Pop, Soul	<u>Developing Ensemble Skills</u> Key Question: How does music connect us with our past? Musical Genres: Jazz, Rock	<u>Creative Composition</u> Key Question: How does music improve our world? Musical Genres: Disco, Pop	<u>Musical Styles Connect Us</u> Key Question: How does music teach us about our community? Musical Genres: Pop, Folk	<u>Improvising with Confidence</u> Key Question: How does music shape our way of life? Musical Genres: Gospel, Salsa	<u>Farewell Tour</u> Key Question: How does music connect us with the environment? Musical Genres: Jazz, Soul

Music of the Week

As part of our Music curriculum, we aim to immerse children in music from across cultures and historical time periods. We want them to gain an appreciation for music and understand how music holds importance in the lives of people across the world and understand how music can help explain what life was like in the past. Therefore, each week we have a 'Music of the Week', which all classes listen to and discuss to build their understanding of key artists and composers, reflect on how musical genres are similar and different and discover how music has changed.

Autumn 1	Spring 1	Summer 1
Week 1: Instrumental Week 2: Mozart Week 3: Instrument focus- woodwind Week 4: Soul (e.g. Aretha Franklin) Week 5: Disney Week 6: Acapella Week 7: Around the world- India	Week 1: ABBA Week 2: Jimmy Hendrix Week 3: Michael Jackson Week 4: Blues Week 5: Around the world- China Week 6: Instrument Focus- strings Week 7: Ballet	Week 1: Swing (e.g. Glenn Miller) Week 2: Vivaldi (The 4 Seasons) Week 3: Country Music Week 4: Reggae Week 5: Elvis Presley
Autumn 2	Spring 2	Summer 2
Week 1: Jazz Week 2: Stevie Wonder Week 3: Around the world- Africa Week 4: WW2 (e.g. Frank Sinatra) Week 5: Church Christmas Week 6 and 7: Pop Christmas	Week 1: Tchaikovsky Week 2: Drum and Bass Week 3: Gospel Week 4: Rap/Hip-Hop Week 5: Instrument Focus- guitar Week 6: Bono/U2	Week 1: Instrument Focus- Piano Week 2: Current Pop Week 3: The Beatles Week 4: Film Music Week 5: Around the world- South America (Samba) Week 6: Holst (The Planets) Week 7: Teacher Classics

EYFS

Within the EYFS setting, music is an integral part of children’s learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

Area of Learning: Expressive Arts and Design

Early Learning Goal <i>Being Imaginative and Expressive</i>	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
Development Matters	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups

By the end of the Early Years Foundation Stage, children should be able to:

Singing	Listening and Appraising	Composing	Performing
<ul style="list-style-type: none"> • Speak and chant short phrases together • Find their singing voice and begin to develop an awareness of pitch over a small range of notes • Make changes in their voices to express different moods /feelings • Co-ordinate actions to go with a song • Sing short phrases or responses on their own • Sing a variety of songs both accompanied and unaccompanied 	<ul style="list-style-type: none"> • Listen to sounds and respond by talking about them or physically with movement and dance • Recognise the sounds of the percussion instruments used in the classroom and identify and name them • Respond appropriately to a range of classroom songs (e.g. tidy up songs, circle time songs, line up songs) • Begin to identify and describe key features or extreme contrasts within a piece of music • Begin to use musical terms louder/quieter, faster/slower, higher/lower 	<ul style="list-style-type: none"> • Begin to create and manipulate different effects on a sound source or instrument • Add chosen sound effects at an appropriate moment in a story or song • Sort and name different sounds • Create a sequence of different sounds in response to a given stimuli 	<ul style="list-style-type: none"> • Explore different sounds made by the voice, hands, objects and conventional instruments (timbre) • Create high and low sounds (pitch), long and short sounds (duration), loud and quiet sounds (dynamics) and fast and slow sounds (tempo)
Key Vocabulary Chant, Speak, Sing, Fast, Slow, Loud, Quiet, High, Low, Follow, Instrument, Repeat, Rhythm, Song, Sounds			

Skill Progression: Musicianship

Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding Music, Improvise Together	<ul style="list-style-type: none"> Use body percussion, instruments and voices Find and keep a steady beat together Begin to move in time with a steady beat/pulse Copy back simple long and short rhythms with clapping Copy back singing simple high and low patterns Start to know and demonstrate the difference between pulse, rhythm and pitch 	<ul style="list-style-type: none"> Use body percussion, instruments and voices Move in time and keep a steady beat together Create their own rhythmic and melodic patterns Continue to copy back simple rhythmic patterns using long and short Continue to copy back simple melodic patterns using high and low Understand the difference between creating a rhythm pattern and a pitch pattern Sing short phrases independently Continue to learn to watch and follow a steady beat Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo) Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion Create rhythms using word phrases as a starting point Recognise long and short sounds, and match them to syllables and movement 	<ul style="list-style-type: none"> Use body percussion, instruments and voices Explore the time signatures of 2/4, 3/4 and 4/4 Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time Find and keep a steady beat Listen and copy more complex rhythmic patterns by ear or from notation Copy back more complex melodic patterns Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests Copy back and improvise simple melodic patterns using the notes: C, D, E, G, A, B, F, G, A, A, B, C Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language Start learning about basic music theory 	<ul style="list-style-type: none"> Explore improvisation within major and minor scales, using the notes: C, D, E, D, E, A, F, G, A, D, F, G Explore and begin to create personal musical ideas using the given notes for the unit Understand that improvisation is about the children making up their own very simple tunes on the spot Follow a steady beat and stay 'in time' Improvise simple vocal patterns using 'question and answer' phrases Understand the difference between creating a rhythm pattern and a pitch pattern 	<ul style="list-style-type: none"> Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8 Find and keep a steady beat Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation Copy back melodic patterns using the notes: C, D, E, C, D, E, F, G, A, B, D, E, F#, G, A, A, B, C, D, E, F#, G, F, G, A, Bb, C, D, E, G, A, B, C, D, E, F# Find and keep a steady beat Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation Copy back various melodic patterns 	<ul style="list-style-type: none"> Use body percussion, instruments and voices Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8 Find and keep a steady beat Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation Copy back melodic patterns using the notes: D, E, F, G, A, C, D, E, F, G, A, B, G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation

Skill Progression: Listening

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Responding	<ul style="list-style-type: none"> • Move, dance and respond in any way they can when listening • Describe their thoughts and feelings when listening to the music, including why they like or don't like the music • Talk about any instruments they might hear and perhaps identify them • Recognise some band and orchestral instruments • Identify a fast or slow tempo • Identify loud and quiet sounds as an introduction to understanding dynamics • Talk about any other music they have heard that is similar • Begin to understand where the music fits in the world • Begin to understand different styles of music 	<ul style="list-style-type: none"> • Find and try to keep a steady beat • Invent different actions to move in time with the music • Move, dance and respond with their bodies in any way they can • Describe their thoughts and feelings when hearing the music • Describe what they see in their individual imaginations when listening to the piece of music • Talk about why they like or don't like the music • Talk about any other music they have heard that is similar • Identify a fast or slow tempo • Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo • Identify loud and quiet sounds as an introduction to understanding dynamics • Walk in time to the beat of a piece of music • Describe differences in tempo and dynamics with more confidence • Recognise some band and orchestral instruments • Continue to talk about where music might fit into the world • Begin to understand that there are different styles of music • Discuss the style(s) of the music 	<ul style="list-style-type: none"> • Talk about the style of the music • Share their thoughts and feelings about the music together • Find the beat or groove of the music • Invent different actions to move in time with the music • Talk about what the song or piece of music means • Talk about the style of the music • Identify and describe their feelings when hearing the music, including why they like or don't like the music • Use appropriate musical language to describe and discuss the music • Start to use musical concepts and elements more confidently when talking about the music • Recognise that some instruments are band instruments and some are orchestral instruments • Identify specific instruments if they can • Talk about where the music fits into the world • Think about and discuss why the song or piece of music was written and what it might mean • Discuss the style of the music and any other music they have heard that is similar 	<ul style="list-style-type: none"> • Talk about the words of the song • Think about why the song or piece of music was written • Find and demonstrate the steady beat • Identify 2/4, 3/4, and 4/4 metre • Identify the tempo as fast, slow or steady • Discuss the structures of songs • Explain what a main theme is and identify when it is repeated • Know and understand what a musical introduction is and its purpose • Recall by ear memorable phrases heard in the music. Identify major and minor tonalities • Recognise the sound and notes of the pentatonic scale by ear and from notation • Describe legato and staccato • Recognise the style of music they are listening to • Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music 	<ul style="list-style-type: none"> • Talk about feelings created by the music • Justify a personal opinion with reference to the musical elements • Find and demonstrate the steady beat • Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre • Identify instruments by ear and through a range of media • Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form • Explain a bridge passage and its position in a song • Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure • Understand what a musical introduction is and know its purpose • Explain rapping • Identify major and minor tonalities • Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation • Identify the musical style of a song or piece of music • Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: 	<ul style="list-style-type: none"> • Talk about feelings created by the music • Justify a personal opinion with reference to the musical elements • Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre • Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing • Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups • Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break • Explain a bridge passage and its position in a song • Recall by ear memorable phrases heard in the music • Explain the role of a main theme in musical structure • Understand what a musical introduction and outro are and know their purpose • Identify major and minor tonalities and chord triads • Identify the musical style of a song, using some musical vocabulary to

		<ul style="list-style-type: none"> Discuss what the song or piece of music might be about 			Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals	<p>discuss its musical elements</p> <ul style="list-style-type: none"> Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music
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Skill Progression: Singing

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning to Sing the Song	<ul style="list-style-type: none"> Sing, rap or rhyme as part of a choir/group Begin to demonstrate good singing posture – standing up straight with relaxed shoulders Sing unit songs from memory Perhaps have a go at singing a solo Try to understand the meaning of the song Try to follow the leader or conductor Add actions and/or movement to a song 	<ul style="list-style-type: none"> Sing as part of a choir. Have a go at singing a solo Demonstrate good singing posture Sing songs from memory Sing with more pitch accuracy Understand and follow the leader or conductor Sing and try to communicate the meaning of the words Listen for being 'in time' or 'out of time' Add actions and perhaps movement to a song 	<ul style="list-style-type: none"> Sing as part of a choir and in unison Have a go at singing a solo Demonstrate good singing posture Sing the unit songs from memory Sing with attention to clear diction Sing more expressively, with attention to breathing and phrasing Discuss what the song or piece of music might be about Follow the leader or conductor confidently Sing with attention to the meaning of the words Listen for being 'in time' or 'out of time', with an awareness of following the beat Perform actions confidently and in time Sing a widening range of unison songs, of varying styles and structures 	<ul style="list-style-type: none"> Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture Rehearse and learn songs from memory and/or with notation Sing in different time signatures: 2/4, 3/4 and 4/4 Demonstrate good singing posture Demonstrate vowel sounds, blended sounds and consonants Sing 'on pitch' and 'in time' Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to staccato and legato Talk about the different styles of singing used for different styles of song Talk about how the songs and their styles connect to the world 	<ul style="list-style-type: none"> Sing in unison and parts, and as part of a smaller group Sing a second part in a song Rehearse and learn songs from memory and/or with notation Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre Sing 'on pitch' and 'in time' Self-correct if lost or out of time Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Develop confidence as a soloist Talk about the different styles of singing used for different styles of song Talk confidently about how connected they feel to the music and how it connects to the world Respond to a leader or conductor 	<ul style="list-style-type: none"> Rehearse and learn songs from memory and/or with notation Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style Continue to sing in parts, where appropriate Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 Demonstrate and maintain good posture and breath control whilst singing Sing with and without an accompaniment Sing syncopated melodic patterns Lead a singing rehearsal Talk about the different styles of singing used in the various styles of song visited throughout this year

Skill Progression: Playing Instruments

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play your instruments with the song	<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear Play a part on a tuned or untuned instrument by ear Learn to treat instruments carefully and with respect Rehearse and perform their parts within the context of the unit song Learn to play together with everybody while keeping in time with a steady beat Perform short, repeating rhythm patterns (ostinato or riffs) while keeping in time with a steady beat 	<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part) Rehearse and perform their parts within the context of the unit song Learn to treat instruments carefully and with respect Play together as a group while keeping in time with a steady beat Perform short, repeating rhythm patterns (ostinato or riffs) while keeping in time with a steady beat 	<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder Play a part on a tuned instrument by ear or from notation Play the instrumental part they are comfortable with and swap when appropriate Treat instruments carefully and with respect Play the right notes with secure rhythms Play together as a group while keeping the beat Listen to and follow musical instructions from a leader Play their instruments with good posture and technique 	<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor Rehearse and perform their parts within the context of the unit song Treat instruments carefully and with respect Play the right notes with secure rhythms Play together as a group while keeping the beat Listen to and follow musical instructions from a leader Play their instruments with good posture and technique 	<ul style="list-style-type: none"> Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E\flat major, C minor and D minor Play a part on a tuned instrument, by ear or from notation Treat instruments carefully and with respect Play the right notes with secure rhythms Rehearse and perform their parts within the context of the unit song Play together as a group while keeping the beat Listen to and follow musical instructions from a leader Play their instruments with good posture Begin to understand how to rehearse a piece of music in order to improve 	<ul style="list-style-type: none"> Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat major, D minor and F minor Play a melody, following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano) Play a part on a tuned instrument, by ear or from notation Treat instruments carefully and with respect Play the right notes with secure rhythms Rehearse and perform their parts within the context of the unit song Play together with everybody while keeping the beat Listen to and follow musical instructions from a leader Play their instruments with good posture Understand how to rehearse a piece of music in order to improve Play a more complex part

Skill Progression: Improvising

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvise with the song	<ul style="list-style-type: none"> Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G Explore and begin to create personal musical ideas using the given notes for the unit Understand that improvisation is about the children making up their own very simple tunes on the spot Follow a steady beat and stay 'in time' Improvise simple vocal patterns using 'question and answer' phrases Understand the difference between creating a rhythm pattern and a pitch pattern 	<ul style="list-style-type: none"> Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A Begin to create personal musical ideas using the given notes Understand that improvisation is about the children making up their own very simple tunes on the spot Follow a steady beat and stay 'in time' Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation 	<ul style="list-style-type: none"> Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D Structure musical ideas (e.g. using echo or 'question and answer' phrases) to create music that has a beginning, middle and end When improvising, follow a steady beat and stay 'in time' Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other 	<ul style="list-style-type: none"> Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B Explore improvisation within a major scale, using more notes Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation Improvise over a simple chord progression /groove 	<ul style="list-style-type: none"> Explore improvisation within a major and minor scale, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano) Follow a steady beat and stay 'in time' Become more skilled in improvising; perhaps try more notes and rhythms Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other Include smooth (legato) and detached (staccato) articulation when playing notes 	<ul style="list-style-type: none"> Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation Follow a steady beat and stay 'in time' Become more skilled in improvising, perhaps trying more notes and rhythms Include rests or silent beats Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other Challenge themselves to play for longer periods, both as soloists and in response to others in a group

Skill Progression: Composing

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compose with the Song, create a Graphic Score, Compose with a Theme, Music Notepad, Quickbeats	<ul style="list-style-type: none"> Begin to understand that composing is like writing a story with music Explore sounds and create their own melody Perform their simple composition/s using two, three, four or five notes Use simple notation if appropriate: create a simple melody using crotchets and minims Start and end on the note C Start and end on the note F Start and end on the note D Begin to explore and create using graphic scores: create musical sound effects and short sequences of sounds in response to music and video stimuli, use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces, create a story, choosing and playing classroom instruments, create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims, use music technology, if available, to capture, change and combine sounds 	<ul style="list-style-type: none"> Continue to understand that composing is like writing a story with music Perform their simple composition/s using two, three, four or five notes Start their tune/s on note one and end it on note one. Use simple notation if appropriate: create a simple melody using crotchets and minims Start and end on the note C (C major) Start and end on the note G (pentatonic on G) Start and end on the note F (pentatonic on F) Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimuli, Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces, Create a story, choosing and playing classroom instruments, Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims, Use music technology, if available, to capture, change and combine sounds 	<ul style="list-style-type: none"> Create a simple melody using crotchets, minims and perhaps paired quavers: <ul style="list-style-type: none"> Start and end on the note C (pentatonic on C) Start and end on the note C (C major) Start and end on the note F (F major) Start and end on the note G (pentatonic on G) Successfully create a melody in keeping with the style of the backing track. Perform their simple composition/s, using their own choice of notes Give the melody a shape Describe how their melodies were created. 	<ul style="list-style-type: none"> Create a melody using crotchets, minims, quavers and their rests Use a pentatonic scale Start and end on the note C (pentatonic on C) Start and end on the note C (C major) Start and end on the note A (A minor) Start and end on the note D (D minor) Start and end on the note G (pentatonic on G) Successfully create a melody in keeping with the style of the backing track. This could include composing over a simple chord progression, composing over a drone, include a home note to give a sense of an ending; coming home Use music technology, if available, to capture, change and combine sounds 	<ul style="list-style-type: none"> Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests Use a pentatonic and a full scale Use major and minor tonality Start and end on the note F (F major) Start and end on the note G (G major) Start and end on the note G (pentatonic on G) Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards Perform simple, chordal accompaniments Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests Use a pentatonic and a full scale, as well as major and minor tonalities Understand the structure of the composition Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note) 	<ul style="list-style-type: none"> Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests Use a pentatonic and a full scale Use major and minor tonality Start and end on the note C (C major) Start and end on the note G (pentatonic on G) Start and end on the note G (minor pentatonic on G) Start and end on the note D (D minor) Start and end on the note F (F major) Start and end on the note F (pentatonic on F) Plan and compose an eight or 16-beat melodic phrase using a pentatonic 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

Skill Progression: Performing

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform the song	<ul style="list-style-type: none"> Rehearse a song and perform it to an audience, explaining why the song was chosen Add actions and perhaps movement to the song Perform the song from memory Follow the leader or conductor Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better 	<ul style="list-style-type: none"> Rehearse a song and then perform it to an audience, explaining why the song was chosen Add actions to the song Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance Perform the song from memory Follow the leader or conductor Continue to play tuned and untuned instruments musically within the performance Continue to use the voice expressively and creatively by singing simple songs Continue to play together as a group /band /ensemble Talk about the performance afterwards; saying what they enjoyed and what they think could have been better 	<ul style="list-style-type: none"> Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence Explain why the song was chosen Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance Follow the leader or conductor Talk about the strengths of the performance, how they felt and what they would like to change Introduce the performance with an understanding of what the song is about and comment on any other relevant connections Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment, etc. 	<ul style="list-style-type: none"> Rehearse and enjoy the opportunity to share what has been learnt in the lessons Perform, with confidence, a song from memory or using notation Play and perform melodies following staff notation, using a small range, as a whole class or in small groups Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and cultural context of the song Communicate the meaning of the words and articulate them clearly Reflect on the performance and how well it suited the occasion Discuss and respond to any feedback; consider how future performances might be different 	<ul style="list-style-type: none"> Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience Perhaps perform in smaller groups, as well as with the whole class Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra Perform from memory or with notation, with confidence and accuracy Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and cultural context of the song A student will lead part of the rehearsal and part of the performance Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece Discuss and talk musically about the strengths and weaknesses Collect feedback from the audience and reflect on how future performances might be different 	<ul style="list-style-type: none"> Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience Perform from memory or with notation Understand the value of choreographing any aspect of a performance Understand the importance of the performing space and how to use it Rehearse and lead parts of the performance, individually or as a group Record the performance and compare it to a previous one Collect feedback from the audience and reflect on how the audience believed in/supported the performance Discuss how the performance might change if it were repeated in a larger/smaller performance space