

Mount Charles School Music Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Tier 2 Vocabulary: bass guitar, drums, perform, singers, keyboard, audience, imagination</p> <p>Tier 3 Vocabulary: pulse, rap, pitch, timbre, rhythm, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, improvise, compose, groove, decks, melody</p>	<p>Tier 2 Vocabulary: Keyboard, drums, question and answer</p> <p>Tier 3 Vocabulary: bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>	<p>Tier 2 Vocabulary: Structure, intro/introduction</p> <p>Tier 3 Vocabulary: verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Tier 2 Vocabulary: digital/electronic sounds, by ear, birdsong, civil rights, racism, equality.</p> <p>Tier 3 Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, turntables, synthesizers, notation, backing vocal, piano, organ, acoustic guitar, percussion.</p>	<p>Tier 2 Vocabulary: structure, Swing, tune</p> <p>Tier 3 Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass</p>	<p>Tier 2 Vocabulary: civil rights, gender equality, unison, harmony.</p> <p>Tier 3 Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel,</p>

section, harmony,
melody.

National Curriculum strand: Listening and appraising

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge		<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>Notice how a change of pitch is used to create an effect.</p>	<p>To know five songs off by heart.</p> <p>To know some songs, have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To learn how songs can tell a story or describe an idea.</p> <p>Identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made.</p> <p>Listen to music in a minor key, recognising small steps in the music.</p>	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <p>Its lyrics: what the song is about</p> <p>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p> <p>Begin to develop an understanding and appreciation of music</p>	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <p>Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>The lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the five songs and to name other songs in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <p>Some of the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about</p> <p>Any musical dimensions featured in the songs and where</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <p>The style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about</p> <p>Any musical dimensions featured in the songs and where</p>

				<p>from different musical traditions.</p> <p>Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it.</p>	<p>song (introduction, verse, chorus etc).</p> <p>Name some of the instruments they heard in the song.</p>	<p>they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the songs</p> <p>The historical context of the songs. What else was going on at this time?</p>	<p>they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>Identify the structure of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments used in the songs</p> <p>The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>Know and talk about that fact that we each have a musical identity</p>
Skills	<p>Develop listening skills, identifying dynamics across a range of different musical styles.</p> <p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/ lower).</p>	<p>Listen and move in time to the song.</p> <p>Respond to musical characteristics through movement.</p> <p>Identify a simple song structure and rhyme pattern.</p>	<p>Listen to, recognise, and play echoing phrases by ear.</p> <p>Listen and respond to music verbally or physically.</p> <p>Recognise and respond to changes of speed (tempo), volume (dynamics),</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turns to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</p>	<p>To identify and move to the pulse with ease.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their</p>

<p>Respond to music in a range of ways e.g. movement, mark making, writing.</p> <p>Enjoy moving freely and expressively to music.</p> <p>Use appropriate hand actions to mark a changing pitch.</p> <p>Listen to a piece of classical music and respond through dance.</p> <p>Listen to a range of sea-related pieces of music and respond with movement.</p> <p>Find the beat in a partner clapping game.</p>	<p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p>Listen actively by responding to musical signals and musical themes using movement.</p> <p>Create a musical movement picture.</p> <p>Move and rock to music to develop a sense of beat.</p> <p>Copy short rhythm patterns by ear.</p> <p>Develop awareness of duration and the ability to move slowly to music.</p>	<p>and pitch (high/low) using music vocabulary, or movement.</p> <p>Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</p> <p>Understand how beats can be grouped into patterns and identify them in familiar songs.</p> <p>Notice how a change of pitch is used to create an effect.</p> <p>Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat.</p>	<p>people's thoughts about the music.</p> <p>Listen and identify where notes in the melody of the song go down and up.</p> <p>Identify differences in songs from around the world, i.e. instruments, beat, tempo and describe using musical vocabulary.</p> <p>Identify how the pitch and melody of a song has been developed using symmetry.</p> <p>Develop active listening skills by responding to musical themes through movement.</p> <p>Understand the structure of rondo form (A-B-A-C-A).</p> <p>Experience call-and-response patterns through moving with a partner.</p> <p>Listen and copy back stepwise phrases using mi-re-do.</p>	<p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Begin to use musical terminology when describing music.</p> <p>Recognise elements of the music that establishes the mood and character e.g. the rhythm.</p> <p>Talk about the effect of particular instrument sounds (timbre).</p> <p>Identify how the pitch and melody of a song has been developed using symmetry.</p> <p>Listen and identify similarities and differences between acoustic guitar styles.</p>	<p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Recognise individual instruments and voices by ear.</p> <p>Talk about the music using appropriate vocabulary.</p> <p>Identify the structure of songs and analyse songs to appreciate the role of metaphor.</p> <p>Understand techniques for creating a song and develop a greater understanding of the song writing process.</p> <p>Listen and copy back simple rhythmic and melodic patterns.</p> <p>Listen to drum patterns and riffs and copy them on voices,</p>	<p>similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Recognise and identify features of timbre/ instrumentation and expression in an extract of recorded music.</p> <p>Understand techniques for creating a song and develop a greater understanding of the song writing process.</p> <p>Listen to a piece of music identifying</p>
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		Create art work, drawing freely and imaginatively in response to a piece of music.		Develop a knowledge and understanding of the origins, history, and social context of Reggae music.	<p>Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it.</p> <p>Compare and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p>Recognise and copy rhythms and pitches C-D-E.</p> <p>Identify similarities and differences between folk and folk-rock styles</p>	<p>instruments, and clapping rhythms.</p> <p>Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p> <p>Listen and respond to music using drawings and words.</p> <p>Recognise that music can describe feelings and tell a story.</p>	<p>where the texture of the music changes.</p> <p>Recognise and identify key musical features such as rhythm, tempo, timbre, structure, and instruments.</p> <p>Use musical vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Listen to drum patterns and riffs and copy them on voices, instruments, and clapping rhythms.</p>
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National Curriculum strand: Singing and playing instruments

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Instrument learned: <ul style="list-style-type: none"> BODY PERCUSSION GENERAL PERCUSSION 	Instruments learned: <ul style="list-style-type: none"> BODY PERCUSSION CHIMES 	Instruments learned: <ul style="list-style-type: none"> RECORDER CHIMES UNTUNED PERCUSSION 	Instruments learned: <ul style="list-style-type: none"> DJEMBE CHIMES RECORDER UNTUNED PERCUSSION 	Instruments learned: <ul style="list-style-type: none"> CHIMES RECORDER UKULELE UNTUNED PERCUSSION 	Instruments learned: <ul style="list-style-type: none"> UKULELES CHIMES RECORDER BRASS 	Instruments learned: <ul style="list-style-type: none"> UKULELE SAMBA

	<p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>Songs have sections.</p>	<ul style="list-style-type: none"> GENERAL PERCUSSION <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p> <p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Listen to and follow musical</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p>To know why you must warm up your voice.</p>	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p>Texture: How a solo singer makes a thinner texture than a large group</p> <p>To know why you must warm up your voice.</p> <p>To know and be able to talk about:</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <p>Its main features</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice</p> <p>To know and be able to talk about:</p> <p>Different ways of writing music down – e.g. staff notation, symbols</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience.</p> <p>To choose a song and be able to talk about:</p> <p>Its main features</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice</p>
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		instructions from a leader.			The instruments used in class (a glockenspiel, recorder or ukulele.). Other instruments they might play or be played in a band or orchestra or by their friends.	The notes C,D,E,F,G,A,B+C on the treble stave The notes C,D,E,F,G,A,B+C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends.	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C,D,E,F,G,A,B+C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends.
Skills	<p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p> <p>Sing with a sense of pitch, following the shape of the melody with voices.</p> <p>Mark the beat of the song with actions.</p> <p>Use the voice to adopt different roles and characters.</p> <p>Match the pitch of a four note (la-so-mi-do) call-and response</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>To have an awareness of the pulse internally when singing.</p> <p>Sing a call-and-response song in</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>To re-join the song if lost.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware</p>

<p>song. Sing a tune with 'stepping' and 'leaping' notes.</p> <p>Play a steady beat on percussion instruments.</p> <p>Perform actions to music.</p> <p>Adapt to the changing speed of a song, marking the beat with actions.</p> <p>Play a rhythmic accompaniment on percussion instruments.</p> <p>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</p> <p>Sing in call-and-response and change voices to make a buzzing sound.</p> <p>Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.</p>	<p>Sing a cumulative song from memory, remembering the order of the verses and play classroom instruments to mark the beat.</p> <p>Copy a leader, show pitch shape with actions and sing using me-re-do.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively representing the character of their composition.</p> <p>Change voice to suit different characters while performing appropriate actions.</p>	<p>Play the song's melody on a tuned percussion instrument.</p> <p>Sing with good diction to emphasise word play.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively representing the character of their composition.</p> <p>Sing small intervals accurately and confidently, and vary dynamic contrast.</p> <p>Play a piece following a graphic score.</p> <p>Chant rhythmically and perform both unison and in a round.</p> <p>Chant and play rhythms (using the durations of 'walk'</p>	<p>groups, holding long notes confidently.</p> <p>Play melodic and rhythmic accompaniments to a song.</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Perform crotchet and quaver actions (walk and jogging) on the beat and adapt these actions when the speed of the music changes.</p> <p>Play a one note part contributing to the chords accompanying the verse.</p> <p>Accompany themselves singing a call-and-response song with a drone.</p> <p>Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations.</p> <p>Sing a syncopated melody confidently and with a sense of style.</p>	<p>To listen to the group when singing.</p> <p>Sing in a gospel style with expression and dynamics.</p> <p>Sing part 1 of a partner song rhythmically.</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Sing with clear articulation, expression, and actions.</p> <p>Sing swung rhythms lightly and accurately.</p> <p>Learn an instrumental part and play as part of a whole class performance.</p> <p>Sing part 2 of a partner song rhythmically.</p> <p>Sing with expression and a</p>	<p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Sing with expression and an appreciation of the song's history and purpose, perform for an audience as part of Remembrance services, or a class history topic assembly.</p> <p>Sing a song in two parts with expression and an understanding of its origins.</p>	<p>of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play their own arrangement of a song together in time.</p> <p>Sing accurately in two parts, with dynamic contrast and expression.</p> <p>Sing a round accurately and in a legato style.</p> <p>Perform in a vocal percussion style.</p> <p>Play drum patterns, basslines and riffs on a variety of instruments as part of a group.</p> <p>Sing in three parts with good ensemble and accurate pitching.</p>
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	<p>Sing and play songs with a call-and-response structure and a stepping tune phrase (C-D-E).</p> <p>Play sea effects on tuned percussion instruments.</p> <p>Play different instruments with control.</p> <p>Sing a song while performing a sequence of dance steps.</p> <p>Play a two-note accompaniment, marking the pulse on tuned or untuned percussion.</p>	<p>Play contrasting accompaniments to reinforce the verse structure.</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm understanding there is one beat for each syllable.</p> <p>Sing a simple singing game and play a partner clapping game while singing a song.</p> <p>Create, interpret and perform simple graphic scores.</p>	<p>(crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation.</p> <p>Perform composed pieces for an audience.</p> <p>Create, interpret and perform simple graphic scores.</p> <p>Sing clearly articulated words, smoothly and together in time.</p> <p>Mark the beat by tapping, clapping, and swinging to the music.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Learn an interlocking spoken part and perform a rock 'n' roll-style song confidently in two parts.</p> <p>Play an introduction on tuned percussion.</p>	<p>Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments.</p> <p>Perform vocal percussion as part of a group.</p>	<p>sense of the style of the song.</p> <p>Play an instrumental as part of a whole-class performance.</p>	<p>Perform in a vocal percussion style.</p> <p>Play drum patterns, basslines and riffs on a variety of instruments as part of a group.</p> <p>Sing a chorus in three parts, and sing following the score.</p> <p>Play a melodic riff or melody of the chorus by ear.</p> <p>Play an accompaniment using tuned percussion instruments to accompany singing.</p> <p>Sing unaccompanied in two or three parts, with an understanding of the song's purpose. Play a simple accompaniment on tuned instruments.</p>	<p>Play bass notes and chords to accompany improvised melodies on tuned percussion, ukulele, keyboard and samba instruments.</p> <p>Sing a melody with attention to phrasing.</p> <p>Sing with expression and accuracy of rhythm and pitch.</p> <p>Play chords to accompany the song.</p>
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		<p>Sing familiar songs in low and high voices, recognising higher and lower.</p> <p>Perform actions to music, reinforcing a sense of beat.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre.</p> <p>Play the response sections on tuned percussion using the correct mallet hold.</p>	<p>Play an accompaniment on tuned percussion.</p>				
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National Curriculum strand: Composing and improvising

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge		<p>Understands that improvisation is about making up your own tunes on the spot.</p> <p>Understands that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them and that everyone can improvise!</p> <p>Composing is like writing a story with music.</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p> <p>Composing is like writing a story with music.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one, two or three notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs and licks you have learnt in the Challenges in</p>

				<p>performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>To know and be able to talk about:</p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>To know three well-known improvising musicians.</p> <p>To know and be able to talk about:</p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p>	<p>your improvisations</p> <p>To know three well-known improvising musicians.</p> <p>To know and be able to talk about:</p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol .</p>
Skills	Explore making sound with voices and percussion instruments; new words and actions, to	Clap and improvise – Listen and clap back, then listen and clap your own	Clap and improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).	Improvise using instruments in the context of the song they are learning to perform.	Improvise using instruments in the context of the song they are learning to perform.	Improvise using instruments in the context of a song to be performed.	Improvise using instruments in the context of a song to be performed.

<p>create different feelings and moods.</p> <p>Explore storytelling elements in the music and create a class story inspired by the piece.</p> <p>Make up a simple accompaniment using percussion instruments.</p> <p>Explore the range and capabilities of voices through vocal play.</p> <p>Improvise music to accompany a story, considering how to match sound with story element i.e. timbre, high/low</p> <p>Make up new lyrics and accompanying actions.</p> <p>Develop a song by composing new words and adding movements and props.</p> <p>Improvise music with different instruments, following a conductor and compose music based on characters</p>	<p>answer (rhythms of words).</p> <p>Take it in turns to improvise using one or two notes.</p> <p>Compose music to march to using tuned and untuned percussion.</p> <p>Experiment with timbre to create aquarium inspired music and draw the sounds using graphic symbols.</p> <p>Explore using timbre, dynamics and pitch to tell a story.</p> <p>Compose word patterns and melodies using mi-re-do (E-D-C).</p> <p>Compose musical sound</p>	<p>Take it in turns to improvise using one or two notes.</p> <p>Improvise rhythms along to a backing track using the note C or G.</p> <p>Select instruments and compose music to reflect an animal's character.</p> <p>Experiment with timbre to create aquarium inspired music and draw the sounds using graphic symbols.</p> <p>Compose a sequence of sounds in response to a given stimulus.</p> <p>Compose 4-beat patterns.</p> <p>Structure short musical ideas to form a larger piece.</p> <p>Compose musical sound effects in response to a stimulus and</p>	<p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>Compose a pentatonic ostinato.</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p> <p>Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers.</p> <p>Transfer clapping patterns to tuned instruments and as a group create a layered piece of music.</p> <p>Compose a 4-beat rhythm pattern to play during instrumental sections.</p> <p>Invent a drone accompaniment for a song they are singing.</p> <p>Improvise and explore a variety of ways in which</p>	<p>Play and Improvise – Using your instruments, listen and play your own answer using one, two or three notes.</p> <p>Improvise using the voice and instruments on the notes of the pentatonic scale.</p> <p>Create atmospheric music for a scene with a given set of instruments.</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment comprising crotchet, quaver and minim durations.</p> <p>Improvise ('doodle') with voices and instruments over the chords in a song.</p> <p>Explore how timbre, dynamics</p>	<p>Play and Copy Back - copy back using instruments. Use the two notes.</p> <p>Play and Improvise You will be using up to three notes: Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Improvise! You will be using up to three notes. Improvise with a feeling for the style of music</p> <p>Compose body percussion patterns to accompany a sea shanty.</p> <p>Write these out using rhythm grids.</p> <p>'Doodle' with sound, playing around with pitch and rhythm to create a strong hook.</p>	<p>Play and Copy Back - copy back using instruments. Use the two notes.</p> <p>Play and Improvise You will be using up to three notes: Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Improvise! You will be using up to three notes. Improvise with a feeling for the style of music</p> <p>Compose a syncopated melody using the notes of the C major scale.</p> <p>'Doodle' with sound, playing around with pitch and rhythm to create a strong hook.</p> <p>Create fragments of songs that can develop into fully fledged songs.</p>
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	<p>and stories developed through listening to Beethoven's 5th symphony.</p> <p>Compose a three-beat body percussion pattern and perform it to a steady beat.</p> <p>Invent and perform actions for new verses.</p>	<p>effects and short sequences of sounds in response to a stimulus.</p> <p>Improvise question-and-answer conversations using percussion instruments.</p> <p>Make up new lyrics and create short body percussion patterns to accompany the song.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Create rhythm patterns, sequencing them, and 'fixing' them as compositions</p>	<p>improvise question-and-answer conversations using percussion instruments.</p> <p>Compose an accompaniment using tuned percussion (playing chords and creating sound effects).</p> <p>Create action patterns in 2- and 3-time.</p> <p>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Compose rhythm patterns to accompany the song.</p>	<p>words can be used to create music.</p> <p>Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect.</p> <p>Improvise ('doodle') on-the-spot phrases using A minor and C major triads Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music structuring short ideas into a bigger piece.</p> <p>Notate, read, and follow a score</p>	<p>and texture can be used for impact in a fanfare.</p> <p>Compose a fanfare using a small set of notes, and short repeated rhythms.</p> <p>Improvise and explore a variety of ways in which words can be used to create music and communicate atmosphere and effect.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Compose a short piece using major and/or minor chords. Invent simple patterns using rhythms and notes C-D-E, structuring short ideas into a bigger piece.</p>	<p>Create fragments of songs that can develop into fully fledged songs.</p> <p>Compose groove based pieces demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs.</p> <p>Work creatively in movement in small groups, learning to share and develop ideas.</p> <p>Improvise rhythms using the chords D and G Major to create a bassline and chord accompaniment for the chorus or verse.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g.</p>	<p>Improvise extended melodies using the pentatonic scale.</p> <p>Compose an 8-bar piece on percussion, using given rhythms in 3-time with the option of adding chords F and C major.</p> <p>Compose groove based pieces demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs.</p> <p>Improvise over the chords C minor and G7.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
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		<p>using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Create musical phrases from new word rhythms that children invent.</p>			<p>Notate, read, and follow a 'score'.</p> <p>Improvise using a pentatonic scale.</p> <p>Create accompaniment patterns to a pentatonic song using graphic and staff notation to represent musical ideas</p>	<p>graphic/pictorial notation)</p> <p>Create a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo.</p> <p>Notate ideas to form a simple score to play from.</p> <p>Create a soundscape for some of the creatures in the world.</p>	<p>Create a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo.</p> <p>Notate ideas to form a simple score to play from.</p> <p>Create a rhythmic piece for drums and percussion instruments.</p>
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National Curriculum strand: Performing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	A performance is sharing music.	To know that a performance is sharing music with other people, called an audience.	<p>A performance is sharing music with an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>It can be to one person or a group</p> <p>You need to know and have planned</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience.</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with an audience.</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p>

			parents and friends.	<p>everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>
Skills	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>	<p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>

	Record the performance to talk about.	Record the performance and say how they were feeling about it	Record the performance and say how they were feeling about it.	To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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National Curriculum strand: Notation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Crotchet (walk notes)</p> <p>Recognise how graphic symbols can represent sound.</p> <p>Attempt to record compositions with stick and other notations.</p>	<p>Crotchets Quavers Minims Crotchet rests Time signature</p> <p>Recognise how graphic symbols can represent sound.</p> <p>Create rhythm patterns, sequencing them,</p>	<p>Crotchets Quavers Minims Crotchet rests Semibreves</p> <p>Recognise different arrangements of m-r-d from dot notation.</p> <p>Notate, read, and follow a score</p>	<p>Move to music marking the beat with action durations for crotchets, quavers, minims.</p> <p>Create accompaniment patterns to a pentatonic song using graphic and staff notation to represent musical ideas</p> <p>Compose a simple song using symmetry to</p>	<p>Respond to music with action durations for crotchet, minim, semiquaver, and dotted quaver semiquaver.</p> <p>Understand the differences between 3/4 and 4/4 time signatures.” Listen and explore a range of timbres to</p>	<p>Notate ideas to form a simple score to play from.</p>

			<p>and 'fixing' them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Can name parts of a stave.</p>		<p>develop a melody, structure, and rhythmic accompaniment comprising crotchet, quaver and minim durations.</p>	<p>use in the creation of a soundscape.</p> <p>Listen and match vocal and instrumental parts to grid and dot notation.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	
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