

MUSIC PROGRESSION DOCUMENT YEARS 1-6 2023-2024

| NATIONAL CURRICULUM AIMS & OBJECTIVES | | NATIONAL CURRICULUM AIMS & OBJECTIVES | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupils should be taught to: <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select, and combine sounds using the inter-related dimensions of music. | | Pupils should be taught to: <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. | | | | |
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YESR 6 |
| SINGING | Sing simple songs, call and response, chants & rhymes from memory. Singing in unison and responding to simple cues: stop, start, loud, quiet, and counting in. (Range Doh-Sol) Use smaller ranges to develop their ability to pitch match with accuracy and imitate changes in pitch (sound & signs) | To sing in unison, call & response and rounds from memory accurately following the melody. Sing songs with pitch range Doh-Doh regularly with increasing control and accuracy. Follow in instructions on how and when to sings and make changes to tempo, dynamics, and articulation. | Sing in widening range of with varying structures and styles (Do-Do) Sing in unison from memory with increasing accuracy tunefully and with expression (p-f) Sing simple partner songs and 2-part songs or sing with parts harmonies (chorus or middle). Perform action confidently and in time. | Sing in unison and rounds from memory with increasing accurately and fluency. Perform actions confidently and in time. | Sing in unison, broad range of repertoire. Sing with a sense of ensemble and performance with accurate phrasing, pitching and in the appropriate style. Sing in CANON and 2-part harmonies | To sing a broad range of songs with syncopated rhythm as part of a choir with. Sing with a sense of ensemble and performance. To sing with accurate pitching, rhythm, phrasing, and appropriate style To continue to sing in unison, 2.4-part harmonies and rounds. |
| INSTRUMENTS AND MUSICIANSHIP | Untuned Percussion Glockenspiels with control and accuracy. | OCARINA Hold and blow the instrument correctly. Using tonguing techniques: (ta, doh) To play in unison | RECORDER: Hold and blow the instrument correctly. Using tonguing techniques: ta, doh, tut, ta-ah. To play with dynamic and articulation To play in unison and partner songs and rounds | STRINGS: Violin, Viola, Cello WOODWIND: sax, flute, clarinet BRASS: French horn, baritone, trombone, trumpet To hold and play the instrument correctly using the correct techniques | UKULELE To hold and play the ukulele correctly. To Play using techniques such as strumming, picking patterns To play riffs, bass lines and ostinato patterns and 9 chords To play popular songs and folk music | Digital Music – Ipad To use garage band correctly in pre and post edit modes. Djembe drums correctly – playing using, tone, bass, and slap techniques |
| MUSIC LITERACY | Keep the pulse in 2/4, 3/4, and 4/4 Play rhythmic patterns. To play range of songs on the glockenspiels (doh-sol) | To read, sing and play rhythms patterns extended to minims, dotted minims, semibreves, and rests. Play and sing pitches DO-RE-MI- FA-SOL-LA-TI—DOH | Rhythms extended to dotted quavers, crotchets, and semiquavers. Play the D major scale on the recorder and a selection of songs using these notes. | Apply rhythm reading and staff notation to new instruments. Continue to learn and improve reading notation. | What are chords (major/minor), melodies and harmony parts. To read, rhythmic, tab, treble and ukulele notation Identify different parts of a song, verse chorus, chord | Can play complex and simple rhythms against each other synchronised. Read scores accurately and identify notation patterns, |

| | | | | | | |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>& AURAL</p> | <p>Play pitch patterns step, leap, jump and slide. Play music that changes in dynamics and tempos.</p> <p>AURAL SKILLS: Identify pulse in 2/3/4 time. Identify sing, play, and notate rhythm patterns and pitch patterns using Kodaly signs (doh-mi).</p> | <p>Play and sing songs with pitches with steps, jumps, leaps. To read and follow ocarina pictorial notation.</p> <p>AURAL SKILLS: Can identify, sing, play, and notate rhythmic & melodic patterns (doh-sol).</p> | <p>To follow and read staff notation. To play with dynamics and articulation (staccato and legato)</p> <p>AURAL SKILLS: Can identify, sing, play, and notate rhythmic & melodic patterns on to the staff (doh-doh).</p> | <p>To play a wide range of songs in ensemble.</p> <p>AURAL SKILLS: Copy back rhythm and melodic patterns on instruments</p> | <p>sequence, bass line, verse, melody, harmony.</p> <p>AURAL SKILLS: Recognise the difference between major and minor chords. Recognise strumming pattern rhythms. Play parts and chord sequences from memory.</p> | <p>dynamics, tempo, articulation, phrasing.</p> <p>AURAL SKILLS: Learn rhythmic patterns and songs with complex harmonies from memories.</p> |
| <p>PERFORMANCE</p> | <p>Sing as a mass choir in a performance</p> | <p>Sing as a mass choir in a performance. Perform on a tuned instrument.</p> | <p>Sing as a mass choir in a performance. Perform on a tuned instrument from memory. Improve confidence in performance.</p> | <p>Singing performance as group/class Perform on Tuned instrument as a group. Perform as a large ensemble on a tuned instrument.</p> | <p>Singing performance as group/class and cohort Perform on instrument to an audience. Perform both accompaniment and melody of a song. Evaluate and improve your performance.</p> | <p>Perform as a class ensemble on the djembe's music inspired by African rhythms using complex rhythm patterns and techniques. Perform as a Mass choir in a public venue with other schools. Evaluate and improve your performance.</p> |
| <p>IMPROVISATION & COMPOSITION</p> | <p>Improvise and compose: Rhythm patterns in 4/4 and notate accurately. Pitch patterns using Do-Sol using dot notation.(step and leap patterns) Compose sound sequences that change in dynamics & tempos.</p> | <p>Improvise melodic rhythmic patterns in 3/4, 4/4</p> <p>Compose and notate rhythm melodic rhythm patterns 1-4 bar (using step, leap and jump patterns). Using rhythmic and dot notation with dynamic & tempo changes.</p> | <p>Improvise melodic rhythms patterns in 2/4 3/4 4/4 using step, leap, small jump and jump patterns.</p> <p>2-4-bar melodic rhythm pattern in 2/4 3/4 4/4 using dynamic, and articulation and to notate their ideas using staff notation</p> | <p>Copy-back rhythm and melodic patterns</p> | <p>Improvise & compose: Strumming patterns using rhythmic notation. Chord sequences using tab notation. Picking patterns using tab/staff notation. Compose melody with a chord accompaniment using the C major blues scale 1-4 bars.</p> | <p>Compose music USING A DIGITAL MUSIC PLATFORM THAT EXPLORES samples and Use it to compose tracks using samples (pre-recorded & own created) and to EDIT MUSIC using program features.</p> <p>Compose music with multiple sections/layers.</p> <p>Improvise rhythmic patterns to fit with a group rhythmic pattern</p> |
| <p>LISTENING & APPRECIATION</p> | <p>To listen to music and identify the pulse, pitch patterns, tempo, dynamics, rhythms, timbre: Happy/sad</p> | <p>To listen to music and identify Pulse and time signature, rhythm and repeated rhythmic/melodic patterns, tempo, dynamics, timbre: Mood and purpose, basic texture, instrumentation.</p> | <p>Time signature, rhythmic devices, repetition, similarities and contrasts tempo, dynamics, instrumentation, genre, major/minor, and texture and structure, melody, and accompaniment.</p> | | | |

| | | | | | | |
|--|------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------|
| | MUSIC LINKED TO ELEMENTS WE ARE LEARNING | OCARINA MUSCIANS & MUSIC FROM AROUND THE WORLD | GREAT COMPOSERS THE RECORDER (EARLY-MUSIC TO CLASSICAL to Modern composers) | GREAT MUSICIANS ON INSTRUMENTS THEY ARE LEARNING | GREAT MUSICIANS (UKULELE), 20 TH CENTURY MUSIC: POP, ROCK, REGGEE, SOUL | MUSIC LINKED TO LEARNING-PROJECTS. |
|--|------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------|