



**Westleigh Methodist Primary School**  
**Music Progression of Skills and Knowledge**  
With God, all things are possible – Matthew 19:26  
Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



**Early Years Foundation Stage**

**Educational Programmes**

**Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond and observe.

Music will also be taught discreetly within the Prime and specific areas:

**Communication and Language**

Engaging children in rhymes and poems and providing extensive opportunities to use and embed in new words in a range of contexts, will give children the opportunity to thrive.

**Physical Development**

Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory awareness through tummy time, crawling and play movement with objects and adults.

**Literacy**

Language comprehensions develops when adults talk with children about the world around them and the books they read, rhymes, poems and songs together.

**Understanding the World**

Children will listen to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our culturally, socially and technologically and ecologically diverse world.

**Early Learning Goals:**

**Communication and Language:**

*Listening, Attention and Understanding:* Children will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

**Personal, Social and Emotional Development:**

*Self-Regulation:* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

*Managing self:* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

**Literacy:**

*Comprehension:* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

**Expressive Arts and Design**

*Being Imaginative and Expressive:* 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.

**National Curriculum**

**Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**Aims**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**Subject Content**

**Key Stage 1**

**Pupils should be taught to:**

- 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.

### Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

#### Pupils should be taught to:

- 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.

	Musicianship: Understanding Music	Listening	Singing	Notation	Playing Instruments	Playing the Recorder	Creating: Improvising	Creating: Composing	Perform	Connecting across the Curriculum
Nursery 2-3 year olds	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs. Explore their voices and enjoy making sounds	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.			Explore a range of sound makers and instruments and play them in different ways.			Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds	Take part in finger rhymes with numbers. E.g. five little ducks/ speckled frogs	
Nursery 3-4 year olds	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know	Listen carefully to rhymes and songs, paying attention to how they sound						Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> </ul>		

<p>Reception</p>	<p>Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and share and perform the learning that has taken place.</p>	<p>To learn that music can touch your feelings.</p> <ul style="list-style-type: none"> <li>● To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> </ul>	<p>To sing along with a pre-recorded song and add actions.</p> <ul style="list-style-type: none"> <li>● To sing along with the backing track.</li> </ul>	<p><b>Autumn 2:</b> I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E</p> <p><b>Spring 1:</b> Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A</p> <p><b>Spring 2:</b> Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G</p> <p><b>Summer 1</b> Big Bear Funk D, D + E, D + C</p>	<p>Invent a pattern to go with a song using one note.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p>			<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>● Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>● Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>● Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> <li>● Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> <li>● Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes</li> </ul>	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <ul style="list-style-type: none"> <li>● Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>● Record the performance to talk about.</li> </ul>	
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								D, F, G, A, C Start and end on the note D		
2	<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices.</li> <li>In the key centres of: C major, G major and A minor.</li> <li>Find and keep a steady beat.</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Copy back simple melodic patterns using high and low.</li> <li>Complete vocal warm-ups with a copy back option to use Solfa. Sing short phrases independently</li> </ul>	<ul style="list-style-type: none"> <li>Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</li> <li>Walk in time to the beat of a piece of music.</li> <li>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</li> <li>Move and dance with the music confidently.</li> <li>Talk about how the music makes you feel.</li> <li>Find different steady beats. Describe tempo as fast or slow.</li> <li>Describe dynamics as loud or quiet.</li> <li>Join in sections of the song, eg call and response.</li> <li>Start to talk about the style of a piece of music.</li> <li>Recognise some band and orchestral instruments.</li> <li>Start to talk about where music might fit into the world.</li> </ul>	<ul style="list-style-type: none"> <li>Sing as part of a choir.</li> <li>Demonstrate good singing posture.</li> <li>Sing songs from memory and/or from notation.</li> <li>Sing to communicate the meaning of the words.</li> <li>Sing in unison and sometimes in parts, and with more pitching accuracy.</li> <li>Understand and follow the leader or conductor.</li> <li>Add actions to a song.</li> <li>Move confidently to a steady beat.</li> <li>Talk about feelings created by the music/song.</li> <li>Recognise some band and orchestral instruments.</li> <li>Describe tempo as fast or slow.</li> <li>Join in sections of the song, eg chorus.</li> <li>Begin to understand where the music fits in the world.</li> <li>Begin to talk about and understand the style of the music.</li> <li>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E</li> <li>Identify hand signals as notation, and recognise music notation on a stave of five lines</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, Bb, C, E and F.</li> </ul>	<ul style="list-style-type: none"> <li>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</li> <li>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and create graphic scores:</li> <li>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> <li>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>Create a story, choosing and playing classroom instruments.</li> <li>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> <li>Use notation if appropriate:</li> <li>Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the</li> </ul>	<ul style="list-style-type: none"> <li>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</li> <li>Talk about what the song means and why it was chosen to share.</li> <li>Talk about the difference between rehearsing a song and performing it.</li> </ul>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>The importance of communication</li> <li>Working and playing together</li> <li>Stories</li> <li>Caring about other people</li> <li>Music from different parts of the world</li> <li>Playing in a band together</li> <li>Nature: the sun</li> <li>Identity and accepting one another</li> </ul>

			demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).					note G (Pentatonic on G) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)		
3	<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices.</li> <li>In the key centres of: C major, F major, G major and A minor.</li> <li>In the time signatures of: 2/4, 3/4 and 4/4.</li> <li>Find and keep a steady beat.</li> <li>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</li> <li>Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</li> </ul>	<ul style="list-style-type: none"> <li>Share your thoughts and feelings about the music together.</li> <li>Find the beat or groove of the music.</li> <li>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>Invent different actions to move in time with the music.</li> <li>Talk about what the song or piece of music means.</li> <li>Identify some instruments you can hear playing.</li> <li>Identify if it's a male or female voice singing the song.</li> <li>Talk about the style of the music.</li> </ul>	<ul style="list-style-type: none"> <li>Sing as part of a choir.</li> <li>Sing a widening range of unison songs, of varying styles and structures.</li> <li>Demonstrate good singing posture.</li> <li>Perform actions confidently and in time to a range of action songs.</li> <li>Sing songs from memory and/or from notation.</li> <li>Sing with awareness of following the beat.</li> <li>Sing with attention to clear diction.</li> <li>Sing expressively, with attention to the meaning of the words.</li> <li>Sing in unison.</li> <li>Understand and follow the leader or conductor.</li> <li>Copy back simple melodic phrases using the voice.</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C G, A, B, C, D, E E, F<math>\sharp</math>, G<math>\sharp</math>, A, B</li> <li>Read and respond to semibreves, minims, crotchets and paired quavers.</li> <li>Identify: <ul style="list-style-type: none"> <li>Stave</li> <li>Treble clef</li> <li>Time signature</li> <li>Lines and spaces on the stave</li> </ul> </li> <li>Identify and understand the differences between crotchets and paired quavers.</li> <li>Apply spoken word to rhythms, understanding</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F<math>\sharp</math>, G, G<math>\sharp</math>, A, B and B<math>\flat</math>.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>Compose over a simple groove.</li> <li>Compose over a drone.</li> <li>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>Create music and/or sound effects in response to music and video stimulus.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> <li>Compose over a simple chord progression.</li> <li>Compose over a simple groove.</li> <li>Compose over a drone.</li> <li>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> <li>Use simple dynamics.</li> <li>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</li> <li>Create a simple melody using crotchets, minims and perhaps paired quavers: <ul style="list-style-type: none"> <li>C, D</li> <li>C, D, E</li> <li>C, D, E, G</li> <li>C, D, E, G, A</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</li> <li>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</li> <li>Talk about what the song means and why it was chosen to share.</li> <li>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</li> </ul>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>Your place in your family</li> <li>Making friends and understanding each other</li> <li>Using your imagination</li> <li>Life in different countries</li> <li>The way people lived</li> <li>Families</li> <li>Nature, the environment</li> <li>Connections with the past</li> </ul>

			how to link each syllable to one musical note.				Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, B <sup>b</sup> F, G, A, B <sup>b</sup> , C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)			
4	<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices.</li> <li>In the key centres of: C major, F major, G major and A minor.</li> <li>In the time signatures of: 2/4, 3/4 and 4/4.</li> <li>Find and keep a steady beat.</li> <li>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, quavers, semiquavers and their rests, by ear or from notation.</li> <li>Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the words of a song.</li> <li>Think about why the song or piece of music was written.</li> <li>Find and demonstrate the steady beat.</li> <li>Identify 2/4, 3/4, and 4/4 metre.</li> <li>Identify the tempo as fast, slow or steady.</li> <li>Recognise the style of music you are listening to.</li> <li>Discuss the structures of songs.</li> <li>Identify: <ul style="list-style-type: none"> <li>Call and response</li> <li>A solo vocal or instrumental line and the rest of the ensemble</li> <li>A change in texture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn songs from memory and/or with notation.</li> <li>Sing in different time signatures: 2/4, 3/4 and 4/4.</li> <li>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</li> <li>Demonstrate good singing posture.</li> <li>Demonstrate vowel sounds, blended sounds and consonants.</li> <li>Sing 'on pitch' and 'in time'.</li> <li>Sing expressively, with attention to breathing and phrasing.</li> <li>Sing expressively, with attention to staccato and legato.</li> <li>Talk about the different styles of</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B<sup>b</sup>, C G, A, B, C, D, E, F<sup>#</sup> D, E, F<sup>#</sup>, G, A, B, C</li> <li>Read and respond to semibreves, minims, dotted crotchets, quavers and semiquavers.</li> <li>Identify:</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</li> </ul>	<ul style="list-style-type: none"> <li>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 and D major.</li> </ul>	<ul style="list-style-type: none"> <li>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<sup>#</sup>, A, B D, E, F, G, A</li> <li>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</li> <li>Improvise over a simple chord progression.</li> <li>Improvise over a groove.</li> </ul>	<ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</li> <li>Compose over a simple chord progression.</li> <li>Compose over a groove.</li> <li>Create music in response to music and video stimulus.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> <li>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</li> <li>Perform, with confidence, a song from memory or using notation.</li> <li>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</li> <li>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> <li>Explain why the song was chosen, including its composer and the historical and</li> </ul>	<p>Topics Include:</p> <ul style="list-style-type: none"> <li>Friends and people we meet</li> <li>How people and children used to live</li> <li>Connecting with the past</li> <li>Music from different cultures</li> <li>Music and dancing</li> <li>Music and freedom</li> </ul>

		<ul style="list-style-type: none"> <li>• Articulation on certain words</li> <li>• Programme music</li> <li>• Explain what a main theme is and identify when it is repeated.</li> <li>• Know and understand what a musical introduction is and its purpose.</li> <li>• Recall by ear memorable phrases heard in the music.</li> <li>• Identify major and minor tonality.</li> <li>• Recognise the sound and notes of the pentatonic scale by ear and from notation.</li> <li>• Describe legato and staccato.</li> <li>• Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</li> </ul>	singing used for different styles of song. <ul style="list-style-type: none"> <li>• Talk about how the songs and their styles connect to the world</li> </ul>	<ul style="list-style-type: none"> <li>- Stave</li> <li>- Treble clef</li> <li>- Time signature</li> <li>• Identify and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>• Read and perform pitch notation within a range.</li> <li>• Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul>				<ul style="list-style-type: none"> <li>• Use simple dynamics.</li> <li>• Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</li> <li>• Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</li> </ul>	<p>cultural context of the song.</p> <ul style="list-style-type: none"> <li>• Communicate the meaning of the words and articulate them clearly.</li> <li>• Use the structure of the song to communicate its mood and meaning in the performance.</li> <li>• Talk about what the rehearsal and performance has taught the student.</li> <li>• Understand how the individual fits within the larger group ensemble.</li> <li>• Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the key centres of: C major, G</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about feelings created by the music.</li> <li>• Justify a personal opinion with reference to</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing in 2/4, 3/4, 4/4 and 6/8 time.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play one of four differentiated instrumental parts by ear or</li> </ul>	<ul style="list-style-type: none"> <li>• Explore improvisation within a major scale, using the notes:</li> </ul>	<ul style="list-style-type: none"> <li>• Create music in response to music and video stimulus.</li> <li>• Use music technology, if</li> </ul>	<ul style="list-style-type: none"> <li>• Create, rehearse and present a holistic performance for a specific purpose, for a</li> </ul>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Heroes</li> <li>• The solar system</li> <li>• Space</li> <li>• Freedom</li> </ul>

<p>major, D major, F major and A minor.</p> <ul style="list-style-type: none"> <li>• In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</li> <li>• Find and keep a steady beat.</li> <li>• 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.</li> <li>• 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#</li> </ul>	<p>Musical Elements.</p> <ul style="list-style-type: none"> <li>• Find and demonstrate the steady beat.</li> <li>• Identify 2/4, 3/4, 6/8 and 5/4 metre.</li> <li>• Identify the musical style of a song or piece of music.</li> <li>• Identify instruments by ear and through a range of media.</li> <li>• Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</li> <li>• Explain a bridge passage and its position in a song.</li> <li>• Recall by ear memorable phrases heard in the music.</li> <li>• Identify major and minor tonality.</li> <li>• Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</li> <li>• Explain the role of a main theme in musical structure.</li> <li>• Know and understand what a musical introduction is and its purpose.</li> <li>• Explain rapping.</li> <li>• Recognise the following styles</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in unison and parts, and as part of a smaller group.</li> <li>• Sing 'on pitch' and 'in time'.</li> <li>• Sing a second part in a song.</li> <li>• Self-correct if lost or out of time.</li> <li>• Sing expressively, with attention to breathing and phrasing.</li> <li>• Sing expressively, with attention to dynamics and articulation.</li> <li>• Develop confidence as a soloist.</li> <li>• Talk about the different styles of singing used for different styles of song.</li> <li>• Talk confidently about how connected you feel to the music and how it connects in the world.</li> <li>• Respond to a leader or conductor</li> </ul>	<p>and any appropriate means of notation.</p> <ul style="list-style-type: none"> <li>• Explore standard notation, using minims, dotted crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B, F, G, A, Bb, C, D, E, G, A, B, C, D, E, F#, C, G, Ab, Bb, G, G#, A, Bb, C, D, E, F, G, A, B, C, Eb, F, G, Ab, Bb, C, Db</li> <li>• Identify: <ul style="list-style-type: none"> <li>- Stave</li> <li>- Treble clef</li> <li>- Time signature</li> </ul> </li> <li>• Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</li> <li>• Recognise how notes are grouped when notated.</li> <li>• Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</li> <li>• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> </ul>	<p>major, F major, G major, Eb major, C minor and D minor.</p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C-C'/do-do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</li> </ul>	<p>from notation, in the tonal centres of C major, F major, G major, Eb major, C minor and D minor.</p>	<p>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</p> <ul style="list-style-type: none"> <li>• Improve over a simple groove, responding to the beat and creating a satisfying melodic shape.</li> <li>• Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</li> </ul>	<p>available, to capture, change and combine sounds.</p> <ul style="list-style-type: none"> <li>• Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</li> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>• Use simple dynamics. Use rhythmic variety.</li> <li>• Compose song accompaniments, perhaps using basic chords.</li> <li>• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</li> <li>• Use full scales in different keys.</li> <li>• Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</li> <li>• Create a melody using crotchets, quavers and minims, and perhaps</li> </ul>	<p>friendly but unknown audience.</p> <ul style="list-style-type: none"> <li>• Perhaps perform in smaller groups, as well as the whole class.</li> <li>• Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</li> <li>• Perform from memory or with notation, with confidence and accuracy.</li> <li>• Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> <li>• Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>• A student leads part of the rehearsal and part of the performance.</li> <li>• Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</li> <li>• Discuss and talk musically about</li> </ul>	
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		and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.		<ul style="list-style-type: none"> <li>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>Read and perform pitch notation within an octave (eg C–C'/do–do).</li> </ul>				<p>semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>F, G F, G, A F, G, A, B<math>\flat</math> F, G, A, B<math>\flat</math>, C Start and end on the note F (F major) G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) E<math>\flat</math>, F E<math>\flat</math>, F, G E<math>\flat</math>, F, G, B<math>\flat</math> E<math>\flat</math>, F, G, B<math>\flat</math>, C Start and end on the note E<math>\flat</math> (E<math>\flat</math> major)</p>	<p>the strengths and weaknesses of a performance.</p> <ul style="list-style-type: none"> <li>Collect feedback from the audience and reflect how future performances might be different.</li> </ul>	
6	<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices.</li> <li>In the key centres of: C major, G major, D major, A minor and D minor.</li> <li>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about feelings created by the music.</li> <li>Justify a personal opinion with reference to Musical Elements.</li> <li>Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</li> <li>Identify the musical style of a song using some</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn songs from memory and/or with notation.</li> <li>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>Explore standard notation, using dotted</li> </ul>	<ul style="list-style-type: none"> <li>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<math>\flat</math> major,</li> </ul>	<ul style="list-style-type: none"> <li>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<math>\flat</math> major,</li> </ul>	<ul style="list-style-type: none"> <li>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B<math>\flat</math>, C, D G, A, B, C, D F, G, A, C, D</li> <li>Improvise over a groove, responding to the beat, creating a</li> </ul>	<ul style="list-style-type: none"> <li>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral</li> </ul>	<ul style="list-style-type: none"> <li>Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</li> <li>Perform a range of songs as a choir in school assemblies, school performance</li> </ul>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>Understanding feelings</li> <li>Friendship, kindness and respect</li> <li>Standing up for democracy and eliminating oppression</li> <li>Knowing our cultural roots</li> <li>Engaging to protect and care for our</li> </ul>

<ul style="list-style-type: none"> <li>Find and keep a steady beat.</li> <li>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</li> <li>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</li> </ul>	<p>musical vocabulary to discuss its Musical Elements.</p> <ul style="list-style-type: none"> <li>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, pianos and synthesizers, and vocal techniques such as scat singing.</li> <li>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</li> <li>Explain a bridge passage and its position in a song.</li> <li>Recall by ear memorable phrases heard in the music.</li> <li>Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</li> <li>Explain the role of a main theme in musical structure.</li> <li>Know and understand what a musical introduction and outro is, and its purpose.</li> </ul>	<p>performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> <li>Continue to sing in parts where appropriate.</li> <li>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</li> <li>Sing with and without an accompaniment.</li> <li>Sing syncopated melodic patterns.</li> <li>Demonstrate and maintain good posture and breath control whilst singing.</li> <li>Sing expressively, with attention to breathing and phrasing.</li> <li>Sing expressively, with attention to dynamics and articulation.</li> <li>Lead a singing rehearsal.</li> <li>Talk about the different styles of singing used for the different styles of songs sung in this year.</li> <li>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</li> </ul>	<p>semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, Bb, C, D, E F, G, Ab, Bb, C, D, Eb G, A, Bb, C, D, E, F G, A, B, C, D, E, F# D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# Eb, F, G, Ab, Bb, C, D</p> <ul style="list-style-type: none"> <li>Identify: <ul style="list-style-type: none"> <li>Stave</li> <li>Treble clef</li> <li>Time signature</li> </ul> </li> <li>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</li> <li>Recognise how notes are grouped when notated.</li> <li>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign</li> </ul>	<p>D minor and F minor.</p> <ul style="list-style-type: none"> <li>Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</li> </ul>	<p>D minor and F minor.</p>	<p>satisfying melodic shape with varied dynamics and articulation.</p>	<p>instruments. Notate this melody.</p> <ul style="list-style-type: none"> <li>Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.</li> <li>Create a simple chord progression.</li> <li>Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> <li>Create music in response to music and video stimulus.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> <li>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</li> <li>Use simple dynamics. Use rhythmic variety.</li> <li>Compose song accompaniments, perhaps using basic chords.</li> <li>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano</li> </ul>	<p>opportunities and to a wider audience.</p> <ul style="list-style-type: none"> <li>Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</li> <li>Perform from memory or with notation.</li> <li>Understand the value of choreographing any aspect of a performance.</li> <li>A student or a group of students rehearse and lead parts of the performance.</li> <li>Understand the importance of the performing space and how to use it.</li> <li>Record the performance and compare it to a previous performance.</li> <li>Collect feedback from the audience and reflect how the audience believed in the performance.</li> <li>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</li> </ul>	<p>planet earth: ecosystems, recycling, etc</p>
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	<ul style="list-style-type: none"> <li>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</li> <li>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&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</li> </ul>						<p>(moderately quiet).</p> <ul style="list-style-type: none"> <li>Use full scales in different keys.</li> <li>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: <ul style="list-style-type: none"> <li>C, D</li> <li>C, D, E</li> <li>C, D, E, F</li> <li>C, D, E, F, G</li> <li>Start and end on the note C (C major) <ul style="list-style-type: none"> <li>G, A</li> <li>G, A, B</li> <li>G, A, B, D</li> <li>G, A, B, D, E</li> <li>Start and end on the note G (Pentatonic on G) <ul style="list-style-type: none"> <li>D, E</li> <li>D, E, F</li> <li>D, E, F, G</li> <li>D, E, F, G, A</li> <li>Start and end on the note D (D minor) <ul style="list-style-type: none"> <li>F, G</li> <li>F, G, A</li> <li>F, G, A, C</li> <li>F, G, A, C, D</li> <li>Start and end on the note F (Pentatonic on F) <ul style="list-style-type: none"> <li>F, G</li> <li>F, G, A<sup>b</sup></li> <li>F, G, A<sup>b</sup>, B<sup>b</sup></li> <li>F, G, A<sup>b</sup>, B<sup>b</sup>, C</li> <li>Start and end on the note F (F minor)</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul>		
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