

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

Musical Instruments	Year 1 and 2 - Chime Bars/glockenspiels Year 3 and 4 - Recorder, chime bars/glockenspiels Year 5 and 6 - Ukulele, recorder, chime bars/glockenspiels
----------------------------	--

	Age Related Statutory Content
EYFS	<p>Expressive Arts and Design</p> <p>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 to and observe.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
KS1	<p>Pupils should be taught to:</p> <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.
KS2	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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.

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

Key vocabulary for each year group *must* be taught within the year. The vocabulary for each year group is sequential and builds upon previous learning. Key vocabulary for all year groups can be found at the end of this document and should be referred to continuously for planning throughout the year.

Also included at the end of this document is a repertoire of music from different eras, cultures and traditions, with suggested year groups identified. These are suggestions to support the curriculum and are from a range of genres, which will be additional to the essential genres for each year group.

Year Group	Singing	Listening and Appraising	Composing	Musicianship
Nursery	<ul style="list-style-type: none"> -Explore their voices and enjoy making sounds through a range of musical and singing games. -Join in with songs and rhymes, including those for routines, e.g. tidy up songs, washing hands song. -Enjoy and take part in action songs such as 'Head, Shoulders, Knees and Toes' 	<ul style="list-style-type: none"> -Show attention to sounds and music. -Listen to a range of live and pre-recorded songs, sounds and music from diverse cultures. -Play simple sound-matching games. 	<ul style="list-style-type: none"> -Experiment with different ways of playing instruments and other objects e.g., spoons on saucepans, twigs on railings. 	<ul style="list-style-type: none"> -Respond emotionally and physically to music when it changes. -Move and dance to a wide range of musical genres.

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

<p>Year R</p>	<ul style="list-style-type: none"> - Remember and sing songs, with small pitch range including words, melody and actions e.g. 'Rain Rain' -Perform in a group or on their own, increasingly matching the pitch and following the melody using their 'singing voice' to avoid shouting. -Perform songs and dances to an audience, including own class and parents/carers. -Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. - Sing the pitch of a tone sung by another person 'pitch match'. Use songs with and without words e.g. one syllable sounds such as 'ba'. -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Copy humming or short phrases during pitch-matching games. -Echo phrases during call-and-response songs. 	<ul style="list-style-type: none"> -Listen carefully to rhymes and songs, paying increasing attention to how they sound. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Discuss changes and patterns within a piece of music. 	<ul style="list-style-type: none"> - Use drawings to represent ideas like movement or loud noises. - Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> -Use music in original ways to support stories, role plays and own experiences e.g. play, share and perform a wide variety of music and songs from different cultures and historical periods. -Respond to what they have heard, expressing their thoughts and feelings. -Create simple dances and move to music. - Play instruments with increasing control to express their feelings and ideas e.g. difference size Billy Goat's Gruff trip trapping over the bridge (dynamics) -Clap or tap to the pulse of songs or music. <p>Key instruments: bells, tambourine, maracas, egg shaker, rainmaker, drums, triangle,</p>
<p>Suggestions</p>	<p>Songs to sing: I am the Music Man, Pat-a-cake, This Old Man, Name Song, Old McDonald, Grand Old Duke of York, Twinkle Twinkle, Five fine bumble bees,</p> <p>Perseverance and ambition: Perform to an audience.</p> <p>Self-esteem: Perform with class for parents.</p>		<p>Songs to listen and respond to: Dance of the Sugar Plum Fairy from the Nutcracker, Sleigh Ride by Leroy Anderson, Extracts from the Carnival of the Animals by Saint-Saens, Nursery rhymes by Eric Nagler or Danny Kaye, Yellow Submarine by Lennon and McCarthy, Popcorn by Gershon Kingsley, Portsmouth by Mike Oldfield, Steady beat: Hennessey's by Arcady</p>	



ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

Personal development	Independence and creativity: Exploring natural sounds around us. Teamwork: Take turns and exploring instruments Emotional curiosity: Show enjoyment of music.	Key questions when evaluating my work or the work of others: -how the instruments were selected -how the sounds were made -how they enjoyed making them-what they liked best Additional resource: https://www.kent-music.com/school-resources/
A 5-year-old musician at St. John's will:	<ul style="list-style-type: none">-Perform songs and rhymes with actions.-Listen attentively and respond to music.-Recognise sounds made by some tuned and untuned instruments.-Make music with a range of instruments.-Move rhythmically and in time to music.-Clap and tap to the beat of a song.	

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

Year Group	Singing	Listening and Appraising	Composing	Musicianship Pulse/beat, rhythm, pitch
Year 1	<ul style="list-style-type: none"> - Remember and sing entire songs, including words, melody and actions. -Use voices in different ways such as speaking, singing songs and rhymes and chanting. - Begin with simple songs with a very small range, mi-so (e.g., Hello, how are you), and then slightly wider (e.g., Bounce High, Bounce Low). Include pentatonic songs (e.g., Dr Knickerbocker). -Sing a wide range of call and response songs (e.g., Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. -Introduce 'tempo' as the technical term when describing music as fast/slow, demonstrating this when singing. -Think about others when performing by following instructions on when to start and stop. -Perform to peers in classroom setting and with year 2 in KS1 Nativity. 	<ul style="list-style-type: none"> -Know about and experiment with sounds e.g. long/short, high/low, loud/quiet, fast/slow. -Recognise and explore how sounds can be organised. -Listen to short, simple pieces of live and recorded music and talk about when and why they may hear it, e.g., a Brahms' - Lullaby or Victor Herbert - March of the Toys. (Link to History - Toys) -Talk about how music makes you feel or want to move, e.g., St Thomas honour we (15th cent): Canterbury Cathedral 1965 (Allan Wicks) (Link to History - Canterbury Cathedral) 	<ul style="list-style-type: none"> -Think about and make simple suggestions about what could make their own work better e.g., play faster or louder. -Recognise, explore and create musical sound effects and short sequences for a purpose e.g., banging the djembe drum to represent a thunderstorm, bells for the fun fair. (Link to Geography - Weather - All things great and Small) -Create a story using a combination of sounds performing in small groups. -Understand the difference between creating a rhythm pattern and a pitch pattern. -Invent, retain and recall rhythm and pitch patterns, performing these for others, taking turns. -Begin to explore music technology to capture, change and combine sounds: https://musiclab.chromeexperiments.com/kandinsky 	<p>Pulse/Beat</p> <ul style="list-style-type: none"> -Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. -Use body percussion, (e.g., clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g., glockenspiels or chime bars) to maintain a steady beat. (Link to Science - Materials) - Respond to the pulse in recorded/live music through movement and dance. -Perform short copycat rhythm patterns accurately, led by the teacher. - Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. - Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="1585 1203 1767 1294" style="border: 1px solid black; padding: 5px;"> <p>Ca-ter- pil- lar crawl</p> </div> <div data-bbox="1834 1203 2016 1294" style="border: 1px solid black; padding: 5px;"> <p>Fish and chips</p> </div> </div>

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

			<p>-Recognise how graphic notation can represent created sounds. Explore and invent own symbols e.g.</p> 	<p>Pitch</p> <p>-Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>-Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>-Explore percussion sounds to enhance storytelling, e.g. ascending chime bar notes to suggest rocket launch (Fiction text: Toys in Space), quiet sounds created on a rain stick/shaker to depict a shower, regular strong beats played on a djembe drum to replicate elephant footsteps (Fiction text: Elmer).</p> <p>-Follow pictures and symbols to guide singing and playing, e.g., 4 dots = 4 taps on the drum. Use musical technology to demonstrate this. https://musiclab.chromeexperiments.com/kandinsky</p> 
<p>Suggestions</p> <p>Children's songs and singing games from local, national and pupils' own heritages</p> <p>Personal development</p>	<p>Songs to sing: Head, shoulders, knees and toes, The farmer in the dell, London's burning, Boom Chicka Boom, BINGO, Grandma Rap, Hickory dickory dock, If you're happy and you know it, Oranges and lemons</p> <p>Chime bars: games and activities to explore of pitch</p> <p>Perseverance and ambition: Perform to an audience.</p> <p>Self-esteem: Perform with class for parents or another class.</p> <p>Independence and creativity: Exploring sounds around us.</p> <p>Teamwork: Take turns and exploring instruments</p> <p>Emotional curiosity: Show enjoyment of music.</p>		<p>Songs to listen and respond to: Fast: Flight of the Bumble Bee by Rimsky-Korsakov, Slow: Morning from Peery Gyant by Grieg, Loud and soft: Pomp and Circumstance March No. 1 by Elgar, Over the Sea to Skye, traditional Scottish song, Walking in the Air from the Snowman by Howard Blaks, Grandad by Flowers and Pickett, Songs from Oliver! By Lionel Bart</p> <p>Key questions when evaluating my work or the work of others:</p> <p>-how the instruments were selected -how the sounds were produced -what they sounded like -how easy or difficult they were to play- how they enjoyed exploring them -what they liked best.</p> <p>Additional resource: https://www.kent-music.com/school-resources/</p>	

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

Year Group	Singing	Listening and Appraising	Composing	Musicianship Pulse/beat, rhythm, pitch
Year 2	<ul style="list-style-type: none"> - Sing entire songs from memory with more accuracy in pitch. (KS Nativity) Oats and Beans and Barley Grow (Harvest) -Use voices expressively and creatively when speaking, singing and chanting. (Link to Computing - Term 6 Digital Literacy) -Sing songs regularly with a pitch range of do-so with increasing vocal control, e.g., Loaves of bread and puddings and pies. (Link to History - The Great Fire of London) -Revisit the term 'tempo' and introduce 'dynamics' for loud/quiet and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols for loud, quiet, getting louder, getting quieter, pause, fast, slow, getting faster, getting slower. -Practise and rehearse songs discussing the importance of rehearsal. -Perform songs with a small pitch range to a wider audience (KS1/KS2 and parent/carers at Nativity) 	<ul style="list-style-type: none"> -Repeat short rhythmic and melodic patterns by ear. -Talk about musical preferences and what they like and dislike about a piece of musical. -Listen to pieces of high quality live and recorded music and discuss where and when they may be heard explaining why using simple musical vocabulary, e.g., Dvorak: 9th (New World) Symphony. Consider why astronaut Neil Armstrong chose to take this recording to the moon. (Link to History - Pioneers) -Respond to different moods in music using key vocabulary dynamics, pulse, pitch, tempo to describe changes. -Start to talk about the style of a song e.g., compare Abbott and Costello's Star Light, Star Bright, First Star I See Tonight from the film 'In the Navy' with Madonna's version. 	<ul style="list-style-type: none"> -Create and choose sounds for a specific effect. e.g. Crash or rain falling, echo inside a cave. -Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. -Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. -Use music technology, to capture, change and combine sounds. -Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. 	<p>Pulse/Beat</p> <ul style="list-style-type: none"> -Understand that the speed of the beat can change, creating a faster or slower pace (tempo). -Compare the beat within pieces of music e.g. <i>steady beat</i>: Winter Bonfire by Prokofiev, <i>without a steady beat</i>: Theme from Harry's Game by Clannad. -Mark the beat of a listening piece (e.g., Bolero by Ravel) by tapping, clapping and playing on tuned/untuned instruments. Recognise tempo as well as changes in tempo. (Link to Science - Use of Everyday Materials) -Walk in time to the beat of a piece of music or song (e.g., La Mousique by Susato). -Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. -Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. in 2 Maple Leaf Rag by Joplin in 3 The Elephant from Carnival of the Animals by Saint-Saëns. <p>Rhythm</p> <ul style="list-style-type: none"> -Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion, e.g. djembe drums. -Create rhythms using word phrases as a starting point (e.g., Hel-lo Si-mon or can you come and play?). -Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

	<p>-Think about others when performing and hold a part in a simple round. Use basic posture and relaxed shoulders to improve performance, London's Burning. (Link to History - The Great Fire of London)</p>			<p>-Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Pitch</p> <p>-Play a range of singing games based on the cuckoo interval (so-mi, e.g., Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> <p>-Sing short phrases independently within a singing game or short song.</p> <p>-Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).</p> <p>-Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p> 
<p>Suggestions</p> <p>Children's songs and singing games from local, national and pupils' own heritages</p> <p>Personal development</p>	<p>Songs to sing: London's Burning, Hot potato, Train Song, One Two Three, Good to be me, I once saw an Elephant, Tony Chestnut, Jump Jim Joe, BBC school-radio songs: London Town has fallen down, Ring the bells of London, Flow, Flow, Flow.</p> <p>Chime bars: Mary had a little lamb, Hot Cross Buns</p> <p>Perseverance and ambition: Perform to an audience.</p> <p>Self-esteem: Perform with class for parents or another class.</p> <p>Independence and creativity: Exploring sounds around us.</p> <p>Teamwork: Take turns and exploring instruments.</p> <p>Emotional curiosity: Show enjoyment of music.</p>	<p>Songs to listen and respond to: Tuby the Tuba by G. Kleinsinger, Excerpts from the Nutcracker by Tchaikovsky, slow: Piano Concerto No. 21, second movement by Mozart, faster: Shoe the donkey, Mars from The Planets by Holst, <i>Tempo and dynamics:</i> Valse Triste from Kuolema Op. 44 by Sibelius, The Seville Suite by Bill Whelan</p> <p>Key questions when evaluating my work or the work of others: -how the instruments were selected -how the sounds were produced -what they sounded like -how easy or difficult they were to play- how they enjoyed exploring them -what they liked best.</p> <p>Additional resource: https://www.kent-music.com/school-resources/</p>		



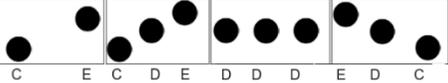
ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

A 7-year-old musician at St. John's will:	<ul style="list-style-type: none">-Sing and perform expressively.-Play chime bars/glockenspiels and other untuned instruments musically.-Perform simple patterns and accompaniments by clapping or playing instruments and keeping a steady beat.-Listen to pieces of high quality live and recorded music and discuss where and when they may be heard explaining why using simple musical vocabulary.-Listen to, describe, compare and evaluate different types of music using a wide range of musical vocabulary.-Identify improvements in their own work and make relevant changes.-Create and represent sounds with symbols.
--	---

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

Year Group	Singing	Listening and Appraising	Composing; Improvise and compose	Performing
Year 3	<p>-Sing in unison and begin to sing in two parts with a pitch range of do-so. Perform forte (loud) and piano (quiet)</p> <p>-Sing rounds applying knowledge of tempo and dynamics when performing. Sea Shanty, John Kanaka by Fisherman's Friends: https://youtu.be/_xmNwmfRf8M</p> <p>-Perform actions confidently and in time to a range of action songs in time to the beat and rhythms, for example, This Little Light of Mine and Mighty to Save with Makaton.</p> <p>-Think about others while performing, taking instructions from the leader.</p> <p>-Perform as a choir in school assemblies, including Harvest and a celebration assembly.</p>	<p>-Listen to and comment on the ways sounds can be used expressively using new vocabulary forte (loud), piano (quiet), allegro (fast), adagio (slow) rising (pitch), falling (pitch) in addition to dynamics, pulse, pitch, tempo.</p> <p>-Listen with attention and begin to recall sounds, elements of music and identify some instruments heard.</p> <p>-Listen carefully and recall short rhythmic and melodic patterns e.g., copy and repeat.</p> <p>-Listen to and identify the downbeat in a range of musical genres, including music used for dancing a waltz. 1 2 3, 1 2 3, 1 2 3. For example, https://www.youtube.com/watch?v=jbv7Lfnu5OU,</p> <p>-Listen to and begin to respond to music drawn from different traditions and great composers and musicians. Le Freak, by Chic (Disco)</p>	<p>Improvise</p> <p>-Comment on the effectiveness of own work, identifying and making improvements.</p> <p>-Combine known and improvised rhythmical patterns using voices, body percussion, tuned and untuned instruments.</p> <p>-Begin to join simple layers of sound in groups or whole class, e.g. a beat and a solo melody (including use of ICT e.g., 2Sequence)</p> <p>-Begin to understand how different musical elements are combined and used to create an effect e.g., tempo, dynamics, timbre and pitch.</p> <p>-Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, such as stories, verse, images (paintings and photographs) and musical sources. Watch Peter and the Wolf by Prokofiev and discuss how the composer did this in his composition.</p>	<p>Instrument Performance</p> <p>-Develop facility in playing the recorder. Play and perform melodies following staff notation using a small range (B-A-G, do-re-mi) as a whole class or in small groups (e.g., trios and quartets).</p> <p>-Show control when playing musical instruments so that they sound, as they should e.g., covering the holes fully on the recorder and breathing correctly.</p> <p>-Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>-Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E, do-re-mi.</p>  <p>-Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p>Reading Notation</p> <p>-Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p>

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

			<p>Include use of ICT e.g., 2 Create a Story. (Link to Geography - Settlements or History - Ancient Egypt)</p> <p>Compose -Combine known rhythmic notation with letter names to create rising and falling phrases on a recorder using just three notes (B-A-G, do, re and mi).</p> <p>-Continue to use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>-Compose song accompaniments on untuned percussion using known rhythms and note values (crotchet, minim and paired quaver)</p>	<p>-Introduce and understand the differences between crotchets and paired quavers.</p> <p>-Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>
<p>Suggestions</p> <p>Music from national and other heritages represented in the school, western classical tradition and popular music</p> <p>Personal development</p>	<p>Songs: Hey, Mr Miller, John Kanaka, Greensleeves, We welcome you today Nanuma, Four white horses, Who stole my chickens and my hens? What shall we do with the drunken sailor? Count on me, Frere Jacques, Michael Finnegan</p> <p>Recorder: Hot Cross Buns, Pease Porridge Hot, Merrily We Roll Along, Abies Blues, Mary's Lamb, Deep Sea Dance</p> <p>Perseverance and ambition: Support other musicians e.g., play/sing to accompany song.</p> <p>Self-esteem: Perform in a group/solo to a teacher.</p> <p>Independence and creativity: Improvising using voice or instruments.</p> <p>Teamwork: With teacher's guidance, work in a group to improve performance or composition.</p> <p>Emotional curiosity: Show enjoyment of music</p>		<p>Songs to listen and respond to: Telling a story: The Sorcerer's Apprentice by Dukas, <i>Descriptive:</i> The Planets by Holst, <i>Popular:</i> A Spaceman Came Travelling by Chris de Burgh <i>Film:</i> Theme from Superman by J. Williams, <i>Changing patterns:</i> The nutcracker Suite by Tchaikovsky, <i>Marches/walking motion:</i> When the Saints Go Marching In, <i>Waltzes:</i> The Marino Waltz performed by M. Howard and J. Sheahan, Auld Lang Syne (Farewell Waltz) https://www.youtube.com/watch?v=oxwoDjHsxO4, The Blue Danube by J. Strauss, Slow Waltz Never Enough (The Greatest Showman)</p> <p>Key questions when evaluating my work or the work of others: -how the instruments were selected -how the sounds were produced -what effects they produced -whether they succeeded in their intentions -what changes are necessary -how they enjoyed exploring the sounds, alone or with others, and what they liked best</p> <p>Additional resource: https://www.kent-music.com/school-resources/</p>	

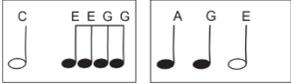
ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

Year Group	Singing	Listening	Composing: Improvise and compose	Performing
Year 4	<p>-Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g., Hot Cross Buns, Away in a Manger, Let's Go Fly a Kite from Mary Poppins, The Wonderful Things About Tiggers) pitching the voice accurately and following directions for crescendo (getting louder) and decrescendo (getting quieter).</p> <p>-Sing rounds and partner songs in different time signatures (2, 3 and 4 time) e.g. When the Saints Go Marching In / She'll Be Coming 'Round the Mountain and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g., Hear the Wind).</p> <p>-Think about others while performing, singing in unison as an ensemble.</p> <p>-Perform a range of songs in school assemblies, including Easter and a celebration assembly.</p>	<p>-Listen to and recall patterns of sounds and comment on the way sounds can be used expressively using new vocabulary crescendo (getting louder) and decrescendo (getting quieter) legato (smooth) staccato (detached) accelerando (getting faster) rallentando (getting slower) in addition to previous vocabulary. (Link to Science - Sound)</p> <p>-Listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. (Link to History - Grooving with the Greeks. National instrument of Greece is the Bouzouki which existed in Byzantine times when it was called the tampoura).</p> <p>-Recognise and explore the ways sounds can be used expressively through music with a narrative, e.g., songs from Joseph and the Amazing Technicolour Dreamcoat by Tim Rice and Andrew Lloyd Webber or the message in Led Zeppelin's Stairway to Heaven and comment on this effect.</p>	<p>Improvise</p> <p>-Improvise on a limited range of pitches on the recorder, making use of musical features including legato (smooth) staccato (detached)</p> <p>-Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome e.g., comment on the effectiveness of sounds/instruments used for a purpose. (Link to Computing - Term 6 Digital Literacy)</p> <p>-Create rhythmical and simple melodic patterns using voice, body percussion and tuned and untuned instruments. (using graphic or stick notation)</p> <p>-Join layers of sound, thinking about musical dynamics of each layer and understanding the effect e.g., a beat, a background rhythm and a solo melody. (Link to Science - Sound)</p> <p>-Understand how layers of sound are used and discuss the effect on the mood and feelings e.g., what instruments are used and why? (tempo, dynamics, timbre and pitch, texture) (Link to Science - Sound)</p> <p>Compose</p> <p>-Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches</p>	<p>Instrumental Performance</p> <p>-Continue to develop facility in the basic skills of the recorder over a sustained period of time.</p> <p>-Play and perform melodies following staff notation using a small range (e.g., on the recorder: B-A-G-F-E-/do-so) as a whole-class or in small groups.</p> <p>-Perform in two or more parts (e.g., melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>-Copy short melodic phrases including those using the pentatonic scale on chime bars (C, D, E, G, A) or recorder.</p> <p>Reading Notation</p> <p>-Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>-Read and perform pitch notation within a defined range (e.g., C-G/do-so).</p> <p>-Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

			<p>suitable for chime bars, glockenspiels or recorder. Sing and play these phrases as self-standing compositions.</p> <p>-Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p>  <p>-Watch short film clip of Singing in The Rain and discuss how music creates mood or emotion, a sense of time or place and represents a character. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>-Introduce major and minor chords.</p> <p>-Recap previous forms of notation (graphic, stick and dot) and introduce rhythm notation.</p> <p>-Introduce staff notation. Capture and record creative ideas using any of the above notations, time signatures, and technology.</p>	
<p>Suggestions</p> <p>Music from national and other heritages represented</p>	<p>Songs to sing: Can you hear my voice? Hello, how are you? A Keelie, Scarborough Fair, Roll the Old chariot along, It's a long way to Tipperary, Life is a Highway.</p> <p>Recorder: Hot and Cross, Tudor Times, Roller Ride, Aquarium, Old MacDonald, High low earwig go</p>		<p>Songs to listen and respond to: <i>Descriptive:</i> Viennese Musical Clock from Hary Janos Suite by Kodaly, <i>Without a steady beat:</i> music for relaxing, <i>Fast:</i> extracts from 'Carpathian Virtuosi', Romanian Folklore Music, <i>Marches/walking motion:</i> Stars and Stripes Forever by Sousa, O Eucharist by Hildegard (Early)</p> <p>Rondo alla Turca by Mozart (Classical), Night on a Bare Mountain by Mussorgsky (Romantic)</p> <p>Hound Dog by Elvis Presley (Rock n Roll), Take the 'A' Train by Billy Strayhorn/Duke Ellington Orchestra (Jazz), Wild Man by Kate Bush (Art Pop)</p>	



ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

<p>in the school, western classical tradition and popular music</p> <p>Personal development</p>	<p>Perseverance and ambition: Support other musicians e.g., play/sing to accompany song.</p> <p>Self-esteem: Perform in a group/solo to a teacher.</p> <p>Independence and creativity: Improvising using voice or instruments.</p> <p>Teamwork: With teacher's guidance, work in a group to improve performance or composition.</p> <p>Emotional curiosity: show enjoyment of music</p>	<p>Key questions when evaluating my work or the work of others: -how the instruments were selected -how the sounds were produced -what effects they produced -whether they succeeded in their intentions -what changes are necessary -how they enjoyed exploring the sounds, alone or with others, and what they liked best</p> <p>Additional resource: https://www.kent-music.com/school-resources/</p>
--	--	--

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

Year Group	Singing	Listening	Composing; Improvise and compose	Performing
Year 5	<p>-Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>-Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>-Perform a range of songs in school assemblies and increasingly in school performance opportunities, including Harvest, Christmas, Easter, and a celebration assembly.</p>	<p>-Listen to and recall a range of sounds and patterns of sounds confidently. Comment on the way sounds can be used expressively using new vocabulary fortissimo (very loud) pianissimo (very quiet) in addition to previous vocabulary.</p> <p>-Listen to, describe, compare and evaluate different types of music, using musical vocabulary (pitch, duration, dynamics, tempo, timbre, texture)</p> <p>-Listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. For example, Symphonic Variations on an African Air by Coleridge-Taylor (20th Century), Jai Ho from Slumdog Millionaire by A.R. Rahman (21st Century) Smalltown Boy by Bronski Beat (80's Synth/Pop)</p> <p>-Know a range of music from different genres, eras and cultures and understand how lyrics reflect the cultural context and have social meaning, e.g., Samba music which originated in the 'favelas' (slums) of Rio de Janeiro. (Link to Geography - South America)</p>	<p>Improvise</p> <p>-Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>-Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome, accurately use Year 5 vocabulary to comment on the effectiveness of sounds/instruments used for a purpose.</p> <p>-Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including fortissimo (very loud) pianissimo (very quiet) mezzo forte (moderately loud), and mezzo piano (moderately quiet).</p> <p>Compose</p> <p>-Create increasingly complicated rhythmic and melodic phrases using voice, body percussion and tuned and untuned instruments. (Crotchet and quaver strums)</p>	<p>Instrumental Performance</p> <p>-Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff 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.</p> <p>-Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g., Yellow Submarine by The Beatles).</p> <p>-Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>-Perform on the ukulele while singing (MusicPlus programme)</p> <p>-Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Reading Notation</p> <p>-Revisit minims, crotchets, crotchet rests and paired quavers and introduce and understand the differences between semibreves and semiquavers.</p>

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

		<p>Katari - Ashaninka - Native Brazilian Music https://www.youtube.com/watch?v=NOjjZzuTpmU</p>	<p>-Working in pairs, compose a short ternary piece.</p> <p>-Compose melodies on the ukulele from pairs of phrases in either C major, F major, G7 and A minor.</p> <p>-Use chords to compose music to evoke a specific atmosphere, mood or environment, including images, music to accompany a silent film or to set a scene in a play or book. (Link to Geography - South America)</p> <p>-Recap previous forms of notation (graphic, stick, dot, rhythm and staff) Capture and record creative ideas using any of the above notations, time signatures, and technology. (Link to Computing - Term 4 Digital Literacy)</p>	<p>-Read and perform a range of musical notations including staff notation (as above) including mnemonics and characters used from Music Plus Digital.</p> <p>-Read and perform pitch notation within an octave (e.g. C-C'/do-do) using ukulele and other tuned instruments.</p> <p>-Using staff notation, read and play short rhythmic phrases at sight from prepared cards.</p>
<p>Suggestions</p> <p>Traditional music from other parts of the World</p> <p>Personal development</p>	<p>Songs to sing: Eye of the Tiger, Video Killed the Radio Star, Oleo, Nanuma with harmony, Brave - Touch the sky, Can you hear my voice?</p> <p>Ukulele: Digital Plus songs: The Ukulele Blues, Pizza Song, Grooving Song, Green Caterpillar Eat Apples, End of the Road</p> <p>Perseverance and ambition: Support other artists e.g., create/play music to support a dance or drama performance.</p> <p>Self-esteem: Perform in a group/solo to the school/other classes.</p> <p>Independence and creativity: Identifying aspects of music to improve at home.</p> <p>Teamwork: Without teacher's help, work in a group to improve a group performance or composition.</p> <p>Emotional curiosity: Express contrasting emotions through music e.g., happy, sad.</p>	<p>Songs to listen and respond to:</p> <p>The Moldau from Ma Vlast by Smetana, Young Person's guide to the Orchestra by Britten <i>Film:</i> Themes by Ennio Morricone, John Williams, <i>Distinguish main instrument:</i> Cello in 'The Swan' from Carnival of the Animals by Saint-Saens, <i>Effects from different instruments:</i> Fantasia (homage to Bach) by Jane O'Leary, Sprach Zarathustra by Richard Strauss, For the Beauty of the Earth by Rutter (20th Century), Night Ferry by Anna Clyne (21st Century), This Little Babe from Ceremony of Carols by A.R. Rahman (21st Century), Play Dead by Bjork (90's) Runaway Blue by Ma Rainey (Blues)</p> <p>Key questions when evaluating my work or the work of others:</p> <p><i>Discussing and explaining:</i> -the selection of instruments, the quality of the sounds -what effects they produced, the use of musical elements -whether they succeeded in their intentions, whether revisions are necessary -the satisfaction of improvising with sounds, alone or with others</p> <p>Additional resource: https://www.kent-music.com/school-resources/</p>		

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

Year Group	Singing	Listening	Composing; Improvise and compose	Performing
Year 6	<p>-Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>-Continue to sing three- and four-part rounds (e.g., Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group - i.e., no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>-Perform a range of songs in school assemblies, school performance opportunities and to a wider audience, including Year 6 Production and a celebration assembly.</p>	<p>-Listen to, describe, compare and evaluate different types of music using a wide range of musical vocabulary including the inter-related dimensions of music. (e.g., pitch, duration, dynamics, tempo, timbre, texture, form and silence)</p> <p>-Comment on, compare and evaluate the way sounds can be used expressively using Y6 and previous vocabulary.</p> <p>-Identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>-Listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>- Evaluate a range of high quality, live and recorded music from different traditions, composers and musicians and review using musical vocabulary.</p> <p>-Develop an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how venue, occasion and purpose affects the way that music is created and performed.</p>	<p>Improvise-Extend improvisation skills through working in small groups to:</p> <p>-Create music with multiple sections that include repetition and contrast using voice, body percussion and tuned and untuned instruments.</p> <p>- Use chord changes as part of an improvised sequence.</p> <p>- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Compose</p> <p>-Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable (C major, F major, G7 and A minor) on the ukulele.</p>	<p>Instrumental Performance</p> <p>-Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>) and moderately quiet (<i>mp</i>).</p> <p>-Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>-Engage with others through ensemble playing (e.g., class orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>-Continue to develop and refine the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Reading Notation</p> <p>-Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests (semibreve, quaver and semiquaver rests)</p> <p>-Further develop the skills to read and perform pitch notation within an octave (e.g., C-C/ do-do).</p>

ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

		<p>Western Classical Tradition and Film: Hallelujah from Messiah by Handel (Baroque) Symphony No.5 by Beethoven (Classical) Bolero by Ravel (20th Century)</p> <p>Popular Music: With a Little Help from MY Friends by The Beatles (Pop) Wonderwall by Oasis (90's Indie) I Got You (I Feel Good) by James Brown (Funk)</p> <p>Musical Traditions: Sprinting Gazelle by Reem Kelani (Folk - Middle East) English Sea Shanties, Tropical Bird by Trinidad Steel Band (Calypso - Trinidad) Inkanyezi Nezazi by Ladysmith Black Mambazo (Choral - South Africa)</p>	<p>-Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>-Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>-Evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>	<p>-Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>-Read and play from staff notation a four-bar phrase, confidently identifying note names and durations.</p>
<p>Suggestions</p> <p>Traditional music from other parts of the world</p> <p>Personal development</p>	<p>Songs to sing: Sakura, Baloo Baleerie, I am a poor wayfaring stranger, Filimioomooriay, Siyahamba, Rather be, Ain't gonna let nobody turn me around, Ukulele: Grooving, Bug Waltz, Green Caterpillar, Bopping Bug Other songs: London Bridge, Mockingbird, Yellow by Coldplay, New rhythms and syncopation in ukulele strumming: Three Little Birds by Bob Marley.</p> <p>Perseverance and ambition: Support other artists e.g., create/play music to support a dance or drama performance. Self-esteem: Perform in a group/solo to the school/other classes. Independence and creativity: Identifying aspects of music to improve at home. Teamwork: Without teacher's help, work in a group to improve a group performance or composition. Emotional curiosity: express contrasting emotions through music e.g., happy, sad.</p>	<p>Songs to listen and respond to: Ah Vous Dirai-Je Maman by Mozart, Fantasia on Greensleeves by Vaughan Williams Jazz: Chatanooga Choo Choo recorded by Glenn Miller, Opera: Soldiers' Chorus from Faust by Gounod, Effects from different instruments: The Typewriter by Leroy Anderson Distinguish main instrument: French Horn in 'Horn Concerto in Eb K447' by Mozart Syncopation in music from the Caribbean: Yellow Bird, Junkanoo, Day-O</p> <p>Key questions when evaluating my work or the work of others: Discussing and explaining: -the selection of instruments, the quality of the sounds -what effects they produced, the use of musical elements -whether they succeeded in their intentions, whether revisions are necessary -the satisfaction of improvising with sounds, alone or with others</p> <p>Additional resource: https://www.kent-music.com/school-resources/</p>		
<p>An 11-year-old musician at</p>	<p>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-Evaluate a range of high quality, live and recorded music from different traditions, composers and musicians and review using musical vocabulary.</p> <p>-Recognise and explore how sounds are used and combined.</p> <p>-Recognise how musical elements are combined and used expressively and create music with multiple sections.</p>			



ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

**St. John's
will:**

- Improvise and create repeated patterns, combine layers of sounds with awareness of the effect.
- Evaluate the success of own and others' work, suggest improvements based on intended outcomes and comment on how this could be achieved.