

Music: Year A Skills Progression

R/ EYFS	<u>Autumn A</u>	<u>Spring A</u>	<u>Summer A</u>
Singing (range of pitch)	<input type="checkbox"/> speak and chant short phrases together <input type="checkbox"/> start and stop together Use songs from 'Bobby Shaffoe, clap your hands' Or 'Tom Thumb clap your hands'	<input type="checkbox"/> find their singing voice and begin to develop a sense of pitch over a small range of notes <input type="checkbox"/> sing a variety of songs both accompanied and unaccompanied	<input type="checkbox"/> make changes in their voices to express different moods /feelings <input type="checkbox"/> respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs
Songs and Singing Games (suggestions and others to be used)	Doggie, doggie where's your bone? 5 little speckled frogs Twinkle, twinkle Miss Polly had a dolly 1,2, 3, 4, 5 once I caught a fish If you're happy and you know it Dingle dangle scarecrow The wheels on the bus	Head shoulders knees and toes One finger one thumb 10 in the bed 5 little monkeys jumping on the bed 10 green bottles 5 currant buns Incy wincy spider Ring a roses	Singing Maths songs – e.g. Triangle, Square, Circle, Dem bones, 5 little men in a flying saucer Row your boat Old MacDonald had a farm Hokey Cokey
Listening and moving to music https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-music/zrthap3	Listen to, move to, play instruments to a very wide range of music: <ul style="list-style-type: none"> • Geographic range – British, Irish, European countries, South Asian countries, African countries • Historical range – medieval, classical, modern • Style range – jazz, pop, classical, traditional, 'world' music • Purpose range – calming, dancing, marching, working music Singalong and Story books with songs and music Barefoot Books have a wide selection including Magic Train Ride; The Journey Home from Grandpa's; The Animal Boogie.		
Instruments	Use instruments to accompany songs holding them correctly. Stop and start at appropriate times. *Hold a stick in this hand *Bang band the sticks go bang 'Copy cat' the teacher or leader. Learn the names of a few basic instruments e.g Drum, claves, tambourine, bells	Use instruments with increasing control to accompany songs. Learn the names of more instruments e.g maracas, wooden blocks, bongos, agogos	Suggest which instruments could be used to for different effects in a 'sound story'. Learn the names of more instruments e.g. rain stick, castanets, djembe drums, agogos
Year 1 & 2 Musicianship: Pulse / Beat, Rhythm, Pitch	<u>Autumn A</u>	<u>Spring A</u>	<u>Summer A</u>

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<p>Singing (To be completed in singing practice each week and alongside class singing)</p>	<p>Sing simple songs, chants and rhymes from memory. Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Sing familiar songs in both low and high voices (Pitch) Discuss difference in sound. (timbre)</p>	<p>Sing a wide range of call and response songs Control vocal pitch and to match the pitch they hear with accuracy - pitching accurately. (pitch) Improvise simple vocal chants, using question and answer phrases.</p>	<p>Sing songs regularly with increasing vocal control. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) • Sing short phrases independently</p>
<p>Suggested songs</p>	<p><i>Have you Brought your Whispering Voice?</i> <i>Boom Chicka Boom</i> <i>Hello, How are You</i> <i>Star Light, Star Bright, First Star I See Tonight</i> <i>Hey, Hey, Look at Me</i> <i>Rain, Rain Go Away</i> <i>Oats and Beans and Barley Grow</i> <i>Paintbox</i> <i>Hello, Hello, Good Morning</i> <i>Look What I Can Do!</i> <i>Marching</i> <i>In The Snow</i> <i>One, Two, Three Little Acorns</i> <i>Wake Up!</i> <i>Beautiful Bird</i> <i>Coordination Funk</i> <i>Line Up, Line Up</i> <i>Lunch</i> <i>Make A Picture</i> <i>With Shapes</i> <i>Together</i> <i>Walking To School</i></p>	<p><i>Ebenezer Sneezer</i> <i>Dr Knickerbocker</i> <i>Kye Kye Kule</i> <i>Acka Backa</i></p>	<p><i>Singing Sherlock:</i> • <i>Dragon Dance</i> • <i>Trad. Bangladesh: Mo matchi (Song of the Bees)</i> • <i>Trad. Ghana:</i> • <i>Trad. England: An Acre of Land</i></p>
<p>Listening Skills We listen to different music weekly either in class or assembly.</p>	<p>Walk, move or clap a steady beat, changing the speed of the beat as the tempo of the music changes.</p>	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>	<p>• Mark the beat of a listening piece by tapping or clapping and recognising tempo Recognise changes in in tempo.</p>

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	<ul style="list-style-type: none"> Respond to the pulse in recorded/live music through movement and dance <p>Listen to sounds in the local school environment, comparing high and low sounds. (Pitch)</p>	<p>Respond independently to pitch changes heard in short melodic phrases</p>	<ul style="list-style-type: none"> Walk in time to the beat of a piece of music or song. Identify the beat groupings in familiar music that they listen to
<p>Listening:</p> <p>Refer to the interrelated dimensions of music</p>	<p>Mozart - Rondo alla Turca (listen to different versions of the music) e.g. Rondo alla Turca (musical glasses) tenThing Brass Ensemble plays Mozart's "Rondo alla turca" from Piano Sonata 11 in A major, K. 331 The Radetzky March by Johann Strauss Colonel Hathi's March (The Elephant Song) from The Jungle Book. Beatles Samba - Fanfarra (Cabua-Le-Le), Sérgio Mendes/Carlinhos Brown Mattachins' from Capriol Suite by Warlock Rondo Alla Turca by Mozart Symphony No. 4, fourth movement by Bruckner</p>	<p>Holst - Mars from The Planets Maple Leaf Rag by Joplin Wild Man – Kate Bush Gamelan – Baris, Gong Kebyar of Peliatan</p> <p>Coordination Funk</p>	<p>Night Ferry – Anna Clyne The Elephant from Carnival of the Animals by Saint-Saëns Runaway Blues - Ma Rainey Eine Kleine Nachtmusik, Mozart</p>
<p>Rhythm, Performing and Composing</p>	<ul style="list-style-type: none"> Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. <p>Combine sounds to make a story, choosing and playing classroom instruments.</p>	<p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols for a graphic score.</p> <p>Follow pictures and symbols to guide playing.</p> <ul style="list-style-type: none"> Invent, retain and recall rhythm and pitch patterns perform pitch patterns taking turns. 	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p>

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	<p>Play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.]</p> <ul style="list-style-type: none"> Use body percussion and classroom percussion <p>Perform / copy rhythm patterns accurately.</p> <ul style="list-style-type: none"> Understand the difference between creating a rhythm pattern and a pitch pattern. 	<ul style="list-style-type: none"> Improvise simple question and answer phrases, Improvise question and answer phrases on untuned percussion, creating a musical conversation. Group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <ul style="list-style-type: none"> Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. <p>Explore percussion sounds to enhance storytelling,</p>	<p>Play rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p>
Year 3 & 4	Autumn A	Spring A Year A Learn to play Glockenspiels	Summer A Composing
NC REQUIREMENTS	<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>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff/stave and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listen with attention to detail and recall sounds</p> <p>Develop an understanding of the history of music</p>		
Singing	Sing a widening range of unison songs of varying styles and	Continue to sing a broad range of unison songs with the range of an	<ul style="list-style-type: none"> Sing rounds and partner songs in different time signatures and begin to sing repertoire

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	<p>structures with a pitch range tunefully and with expression. Perform forte and piano, loud and soft.</p> <ul style="list-style-type: none"> • Perform actions confidently and in time to a range of action songs • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies / Christmas show 	<p>octave, pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <ul style="list-style-type: none"> • Sing rounds • Perform songs 	<p>with small and large leaps as well as a simple second part to introduce vocal harmony</p> <ul style="list-style-type: none"> • Perform a range of songs
	<p>Coordination Funk Medication Monday Morning The Greeting The Road Building Song Well Done!</p>	<p>Junior Songscape: Listen to the Rain</p> <ul style="list-style-type: none"> • Voicelinks: Extreme Weather • Sing Up: Skye Boat Song • Trad. Ireland: Be Thou My Vision • Junior Voiceworks 1: Now The Sun Is Shining • Singing Sherlock 2: Shadow • High Low Chickalo Composer Fun Facts Fireworks (Warm Up) Please Miss 	<ul style="list-style-type: none"> • Junior Voiceworks 1: Calypso • Junior Voiceworks 2: Our Dustbin • Voiceworks 1: Hear the Wind • Happy Birthday • Trad. Ghana: Namuma Mary's Song Sad Song (In Winter) Song of The Wives The King's Feelings
<p>Listening We listen to different music weekly either in class or assembly.</p>	<p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><i>* Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</i></p> <p><i>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</i></p>		
<p>Listening suggestions</p>	<p>Symphony No. 5, Beethoven Hallelujah from Messiah, Handel</p> <p>Wonderwall, Oasis Indian Classical, Sahela Re, Kishori Amonkar</p>	<p>Night on a Bare Mountain Mussorgsky Romantic Take the 'A' Train⁴ Billy Strayhorn/Duke Ellington Orchestra Calypso Tropical Bird Trinidad Steel Band The Young Person's Guide To The Orchestra by Benjamin Britten Vltava' from Ma Vlast by Smetana Kocka leze dirou (Traditional)</p>	<p>Mars from The Planets Holst 20th Century Funk - I Got You (I Feel Good) James Brown Samba Fanfara (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown Eleanor Rigby and Ob-la-di, Ob-la-da by The Beatles Piano Sonata No. 14 'Moonlight' by Beethoven Tocatta and Fugue in D minor by J. S. Bach Eine Kleine Nachtmusik by Mozart 'Hallelujah Chorus' from Messiah</p>

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<p>Composing and improvising</p> <ul style="list-style-type: none"> • <i>Capture and record creative ideas using any of: graphic symbols; rhythm notation and time signatures; staff notation; technology.</i> 	<p>Improvise (using voices, tuned and untuned percussion) as 'Question and answer' type.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) Create music that has a beginning, middle and end.</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Improvise (<i>using</i> glockenspiels) inventing short 'on-the-spot' responses using a limited note-range e.g. pentatonic scale.</p> <p>Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p>	<ul style="list-style-type: none"> • Improvise on a limited range of pitches, making use of musical features including smooth (legato) and detached (staccato). • Make compositional decisions about the overall structure of improvisations or compositions. <p>*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> <ul style="list-style-type: none"> • <i>Introduce the idea of major and minor chords.</i>
<p>Rhythm, Notation & Performing</p> <ul style="list-style-type: none"> • <i>Capture and record creative ideas using any of:</i> - <i>graphic symbols</i> - <i>rhythm notation</i> - <i>staff notation</i> 	<p>Recognise and perform different note values.</p> <p>Introduce the stave, lines and spaces, and clef.</p> <p>Use dot notation to show higher or lower pitch</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note</p> <p>Use listening skills to correctly order phrases using dot notation</p>	<p>Play and perform melodies following staff notation using a small range.</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>Play and perform melodies following staff notation</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation</p>	<ul style="list-style-type: none"> • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A)



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		<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> <p>Combine known rhythmic notation with letter names to create rising and falling phrases eg <i>using just three notes</i></p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences phrases, arranged into bars</p>	
Year 5 & 6	Autumn A	Spring A	Summer A
	Composing	Year A Learn Ukulele & perform	Composing and Performing
<p style="color: red;">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>NC REQUIREMENTS</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>Use and understand staff/stave and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listen with attention to detail and recall sounds</p> <p>Develop an understanding of the history of music</p>			

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Singing	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p> <p>To vary tempo, dynamics and articulation when singing</p> <p>To maintain a part in a group when singing</p> <p>To perform a simple round</p> <p>To sing with a good awareness of pitch</p> <p>To identify phrases in a round</p> <p>To sing in two parts, identifying the difference between unison and harmony singing</p>	<p>Sing a broad range of songs observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
Suggested Singing:	<p><i>Include observing phrasing, accurate pitching and appropriate style. E.g. three-part rounds, partner songs, and songs with a verse and a chorus.</i></p> <ul style="list-style-type: none"> • Trad. Ireland: Danny Boy • Ally Ally O • Trad. Caribbean: Four White Horses • Trad. Uganda: Dipidu • Are You Ready? • Sing Up: Dona Nobis Pacem 	<ul style="list-style-type: none"> • Trad. South Africa: Siyahamba • Junior Voiceworks 1: Calypso • Sing Up: Touch the Sky • Trad. Ghana: Senwa de Dende • Sing Up: Be the Change • Sing Up: One Moment, One People • Sing Up: There's a Power in the Music <p>Poor Little Pluto</p> <p>School Is Nearly Over</p> <p>Tick Tock (The Clocks Go Forward)</p> <p>Harmony</p> <p>Our Time To Shine</p> <p>Ubuntu</p>	<p><i>Continue to sing three and four-part rounds or partner songs, and experiment with positioning singers randomly within the group.</i></p> <ul style="list-style-type: none"> • Sing Up: We are the Champions • British National Anthem – God Save the Queen • Sing Up: We Go Together
<p>Listening</p> <p><i>We listen to different music weekly either in class or assembly.</i></p>	<p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		

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To identify and describe the inter-related dimensions of music			
<p>Suggested Listening Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. At the end of Year 6, pupils should be able to identify some of the focused listening pieces of music and their characteristics</p>	<p>English Folk Song Suite 5 Vaughan Williams 20th Century</p> <p>90s Singer/Songwriter Play Dead Björk</p> <p>Nigeria Drumming Jin-Go-La-Ba (Drums of Passion) Babatunde Olatunji England Folk Sea Shanties Various</p>	<p>Symphonic Variations on an African Air Coleridge-Taylor 20th Century</p> <p>80s Synth/Pop Smalltown Boy Bronski Beat</p> <p>South Africa Choral Inkanyezi Nezazi Ladysmith Black Mambazo Trumpet Concerto, third movement by Haydn 'Largo' from Xerxes by Handel Piano Sonata No. 14 'Moonlight' by Beethoven Symphony No. 9 'From The New World', second movement by Dvořák 'Summer' from The Four Seasons by Vivaldi</p>	<p>1812 Overture Tchaikovsky Romantic</p> <p>90s RnB Say My Name Destiny's Child</p> <p>Jazz Take the 'A' Train Billy Strayhorn/Duke Ellington Orchestra</p> <p>Trinidad Calypso Tropical Bird Trinidad Steel Band Poland Folk Mazurkas Op. 24 Chopin</p>
<p>Composing and improvising</p> <p>Use the interrelated dimensions in music throughout e.g. timbre, texture, dynamics</p>	<p>Make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet</p> <p>Compose music for a given task e.g. to accompany a silent film or to set a scene such as in a play or book. (Graphic score / notation) Use musical sounds, notes or chords to compose music to</p>	<p>Improvise melodies over a simple groove, responding to the beat. <i>Use chord changes as part of an improvised sequence</i> Accompany songs.</p> <p>Develop ensemble skills, playing sounds accurately and together though instrumental work (Ukulele)</p> <p>Experiment with using a wider range of dynamics, including very</p>	<p>Create music with multiple sections that include repetition and contrast.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove.</p> <p>Plan, compose and notate a melodic phrase using the pentatonic scale (e.g. C, D, E, G, A).</p>

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	<p>evoke a specific atmosphere, mood or environment Use the interrelated dimensions in music, e.g. timbre, texture, dynamics</p>	<p>loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose melodies suitable for the instrument chosen. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). Compose their own song and accompaniment</p>	<p>Compose melodies and enhance melody with rhythmic or chordal accompaniment.</p> <p><i>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved</i></p> <p>Improvise e.g over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p>
<p>Rhythm, Notation & Performing</p> <ul style="list-style-type: none"> • Capture and record creative ideas using any of: <ul style="list-style-type: none"> - graphic symbols - rhythm notation and time signatures - staff notation - technology. 	<p>Read and play short rhythmic phrases, using conventional symbols for known rhythms and note durations. Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation.</p>	<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores.</p> <p>Read and play a melody from staff notation written on one stave and using notes within an octave.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C).</p>	<p>Identifying note names and durations e.g. a four-bar phrase.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p>



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		Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).	
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