

Belsay Primary School Music Progression Document

National Curriculum Requirements	Development of skills which will be taught over a Two-Year Planning Cycle		How this looks in our Curriculum (Topics in which skills are covered over a Two-Year Planning Cycle)	
<p><u>Key Stage 1:</u></p> <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 	<p>Year 1</p> <p><u>Singing/Performing:</u></p> <p>Pupils will build musical confidence through active engagement with music as performers.</p> <p>Children will be encouraged to:</p> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g., stop, start, loud, quiet) and counting in • Begin with simple songs with a very small range, mi-so, and then slightly wider. Include pentatonic songs. • Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy. <p><u>Musicianship</u></p> <p>Children will be able to explore and name percussion instruments.</p> <p><u>Pulse/Beat and Rhythm</u></p> <p>They will be able to respond to the pulse in recorded/live music through movement and dance.</p>	<p>Year 2</p> <p><u>Singing/Performing:</u></p> <p>Children will be encouraged to:</p> <ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) <p><u>Musicianship</u></p> <p>Children will develop listening skills and the musical vocabulary to be able to describe sounds in the local school environment, comparing high and low sounds.</p> <p><u>Pulse/Beat and Rhythm</u></p> <p>They will be able to create and perform their own chanted rhythm patterns and record them using stick notation.</p>	<p>Year 1/2 Cycle A</p> <p>Weekly singing sessions include vocal warm up exercises and activities to develop musicianship skills, as well as teaching a range of songs in different styles and genres.</p> <p>Autumn 1: Exploring body Percussion and Action songs</p> <p>Autumn 2: Christmas Performance.</p> <p>Spring 1:</p>	<p>Year 1/2 Cycle B</p> <p>Weekly singing sessions include vocal warm up exercises and activities to develop musicianship skills, as well as teaching a range of songs in different styles and genres.</p> <p>Autumn 1: The Magic singing box and musical traffic lights.</p> <p>Autumn 2: Christmas Performance</p> <p>Spring 1: Sound poems and</p>

<p>and recorded music.</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>They will be able to walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Children will be able to perform short copycat rhythm patterns accurately.</p> <p>They will be able to perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants (e.g., ca-ter-pil-lar crawl, fish and chips): create, retain and perform their own rhythm patterns.</p> <p>Pitch Children will develop listening skills and the musical vocabulary to be able to describe sounds in the local school environment, comparing high and low sounds.</p> <p>They will be able to sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Composing/Improvising</p> <p>They will be able to use percussion sounds to enhance storytelling.</p> <p>They will be able to improvise simple question and answer phrases.</p> <p>Children will know how to follow pictures and symbols to guide singing and playing.</p> <p>Children will begin to understand how graphic notation can represent sounds.</p> <p>They will be able to explore and invent their own symbols to represent sounds.</p>	<p>Pitch Children will recognise the sound of a major third interval (doorbell) and to copy and improvise patterns using two or three pitches on chime bars.</p> <p>They will be able to recognise dot notation and match it to 3-note tunes played on tuned percussion.</p> <p>Composing/Improvising:</p> <p>Children will be able to use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Children will be able to create music in response to a non-musical stimulus, i.e.: Sound Poems.</p> <p>They will be able to recognise how graphic notation can represent created sounds and explore and invent their own symbols.</p> <p>Children will be able to understand and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests.</p>	<p>Human Rhythm Patterns</p> <p>Spring 2: Exploring and knowing names of Percussion Instruments and Sound Games</p> <p>Summer 1: Graphic Scores</p> <p>Summer 2: The Character of music: Carnival of the animals.</p>	<p>exploring percussion instruments.</p> <p>Spring 2: Exploring patterns of sound and how they can be represented visually.</p> <p>Summer 1: Exploring Pitched Percussion and High and Low sounds</p> <p>Summer 2: 'No Place Like' project (Composed by Kerry Andrews for BBC Ten Pieces.)</p>
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	<p><u>Listening and Evaluating</u></p> <p>Children will learn how to listen critically and to give a response to music they hear.</p> <p>They will gain a deeper understanding of how music is constructed and the impact it can have on the listener.</p>	<p><u>Listening and Evaluating</u></p> <p>Children will understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>They will know about different stimuli which can inspire a musical composition.</p>		
<p><u>KEY STAGE 2:</u></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. 	<p>Year 3</p> <p><u>Singing/Performing:</u></p> <p>Children will be encouraged to:</p> <ul style="list-style-type: none"> Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action song 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 <p>Children will develop facility in playing tuned percussion. Play and perform melodies following staff notation using a small range, as a whole class or in small groups</p>	<p>Year 4</p> <p><u>Singing/Performing:</u></p> <p>Children will be encouraged to:</p> <ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony Perform a range of songs in school assemblies. <p>Children will be able to improvise on a limited range of pitches on the descant recorder.</p> <p>They will know how to play in a smoothly (legato) or detached (staccato).</p> <p>They will know how to hold and make a clear sound on the recorder and which fingers are used to create a range of at least 5 notes.</p> <p>They will be able to play and perform melodies following staff notation using a small range (Do-So)</p> <p>Children will be able to follow and perform simple rhythmic and melodic patterns to a steady beat:</p>	<p>Year 3/4 Cycle A</p> <p>Weekly singing sessions include vocal warm up exercises and activities to develop musicianship skills, as well as teaching a range of songs in different styles and genres.</p> <p>Autumn 1: African Drumming and Creating Rhythm Compositions.</p> <p>Autumn 2: Christmas performance</p> <p>Spring 1: Creating a Rap</p>	<p>Year 3/4 Cycle B</p> <p>Weekly singing sessions include vocal warm up exercises and activities to develop musicianship skills, as well as teaching a range of songs in different styles and genres.</p> <p>Autumn 1: 1st Access Recorders</p> <p>Autumn 2: RECORDER PROJECT 2</p> <p>Spring 1: RECORDER COMPOSITIONS</p>

<ul style="list-style-type: none"> ● 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. 	<p><u>Musicianship:</u></p> <p>They will understand the differences between crotchets and paired quavers and be able to follow rhythmic notation showing crotchets, quavers and a crotchet rest.</p> <p>They will be able to structure musical ideas into a balanced piece of music.</p> <p>Children will be able to apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>They will be able to walk, move, click or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p><u>Composing/Improvising</u></p> <p>Children will be able to compose song accompaniments on untuned percussion.</p> <p>Children will explore melodic structures and be able to improvise short melodic phrases, using voices and tuned percussion.</p> <p>They will be able to structure musical ideas to create music that has a beginning, middle and end</p> <p>They will develop an understanding of the staff, lines and spaces, and clef and be able to use dot notation to show higher or lower pitch.</p> <p><u>Listening and Evaluating</u></p> <p>Children will develop the ability to listen critically.</p> <p>They will gain a deeper understanding of how music is constructed and the impact it can have on the listener.</p>	<p>maintaining individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> <p><u>Musicianship:</u></p> <p>Children will understand the symbols for a minim, crotchet, pairs of quavers and a crotchet rest.</p> <p><u>Composing/Improvising</u></p> <p>Children will be able to combine known rhythmic notation with letter names to create short phrases using a limited range of 5 pitches on a descant recorder.</p> <p>Children will be able to read and perform and compose using pitch notation relating to the first few steps of the glockenspiel/xylophone (e.g., C-E/do-me).</p> <p>They will know how to record melodic ideas using time signatures, a treble clef, rhythm notation and staff notation.</p> <p><u>Listening and Evaluating</u></p> <p>Children will know about the genre Opera and be able to name some of the key pieces or composers in its history.</p>	<p>Spring 2:</p> <p>Building Melodies using Multilink or Lego</p> <p>Summer 1:</p> <p>Creating chime bar melodies and notating using squared paper</p> <p>Summer 2:</p> <p>Exploring Mars from the Planet Suite by Holst</p>	<p>Spring 2:</p> <p>Introduction to chime bars/glockenspiels/xylophones</p> <p>Summer 1:</p> <p>Chime bars/glockenspiels/xylophone compositions</p> <p>Summer 2:</p> <p>Opera Project</p>
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Through exploring the music of other composers, they will develop other areas of musical activity, including composing and performing.

They will be able to perform songs and choreography from a modern children's opera, in order to develop a deeper understanding of the genre.

Year 5

Singing

Children will be encouraged to:

- 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
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.
- Perform a range of songs in school assemblies and in school performance opportunities.

Performing

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.

Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.

Musicianship:

They will know the symbols and names for semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

Children will Understand the differences between 2/4-, 3/4- and 4/4-time signatures and be able to 'beat time'.

Year 6

Singing

Children will be encouraged to:

- 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.
- Continue to sing three- and four-part rounds 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.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Performing:

They will be able to play the 8 note, iconic GROUND BASS/OSTINATO pattern from the Canon, transposed to the key of C, on a keyboard, to accompany well known pop songs which have used Pachelbel's idea.

They will be able to play a 12-bar blues bassline, either as broken chords or a walking bass.

Musicianship:

Children will explore the effects of dissonance and harmony.

They will know the notes used to create a triad chord in root position.

They will understand the terms BLOCK CHORD and BROKEN CHORD.

Year 5/6 Cycle A

Weekly singing sessions include vocal warm up exercises and activities to develop musicianship skills, as well as teaching a range of songs in different styles and genres.

Autumn 1:

Exploring Melody
composition
Techniques on
Chime Bars

Autumn 2:

Christmas
performance

Spring 1:

Keyboards:
Melodies and
Harmonies

Year 5/6 Cycle B

Weekly singing sessions include vocal warm up exercises and activities to develop musicianship skills, as well as teaching a range of songs in different styles and genres.

Autumn 1:

Theme and
Variations on Chime
Bars

Autumn 2:

Christmas
performance

Spring 1:

Keyboard Melodies
and Ostinato
Accompaniments

Spring 2:

	<p>Children will understand the effects of dissonance and harmony.</p> <p>They will understand how triads chords are formed, and how play them on a keyboard as block or broken chords.</p> <p>Children will understand the difference in sound/intervals between major and minor chords.</p> <p><u>Composing/Improvising:</u></p> <p>Children will be able to play a simple melody on keyboards, following staff notation written on one stave and using notes within the range C-G/fa-soh</p> <p>Children will be able to work in pairs to create a ternary form melody, using a C_G with a rhythmic or melodic ostinato accompaniment on pitched percussion or keyboards.</p> <p>Children will be able to change the character of a musical phrase by experimenting with different rhythm patterns, chromatic notes, tempo changes, etc.</p> <p>Children will be able to play the chords of D min and C major to create a piece inspired by Reggae style music.</p> <p>They will be able to work in pairs to create lyrics and a melody for a song with an ostinato accompaniment</p> <p>Children will be able to record creative ideas using graphic symbols, rhythm notation and staff notation or technology, to create a group soundscape composition.</p>	<p><u>Composing/Improvising:</u></p> <p>Children will understand how to play the root notes of chord progression as a bassline for a piece of created music.</p> <p>They will be able to work with a partner to create a melodic line, improvised over chords.</p> <p>They will understand how to notate pitches C-C (on a stave, using rhythm notation for crotchets, quavers, minims and semibreves accurately.</p> <p>Children will understand how to play the root notes of chord progression as a bassline for a piece of created music.</p> <p>They will be able to work with a partner to create a melodic composition/improvisation over the 8 note bassline used by Pachelbel, including an introduction and coda section.</p> <p>Children will be able to work with a partner to improvise a melody using part of a blues scale, over 12 bar blues chords.</p> <p>They will be able to record creative ideas selecting to use graphic symbols, rhythm notation, staff notation or technology, to contribute to composing and performing a group soundscape composition.</p>	<p>Spring 2:</p> <p>Pachelbel Canon Project</p> <p>Summer 1:</p> <p>Song Composition Project</p> <p>Summer 2:</p> <p>Danse Macabre Tone Poem Composition Project</p>	<p>Reggae Project</p> <p>Summer 1:</p> <p>12 Bar Blues</p> <p>Summer 2:</p> <p>'The River' - a group composition inspired by Smetana's Vltava.</p>
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Listening and Evaluating

Children will explore the ideas used by Saint Sans in his Tone Poem 'Danse Macabre', be able to recognise the different themes which represent aspects of the poem written by Henri Cazalis.

They will discuss the effectiveness of timbre/tempo/texture and dynamics to evoke emotions in a listener.

They will use their musical evaluations to create their own tone poem compositions.

Listening and Evaluating

Children will be able to recognise and know when Pachelbel composed his Canon in D.

They will be able to play the 8 note, iconic *GROUND BASS/OSTINATO* pattern from the Canon, transposed to the key of C, on a keyboard, to accompany well known pop songs which have used Pachelbel's idea, exploring ways in which this eight note bassline/ostinato/ground bass/loop, has been adopted and used in different ways by musicians over time.

Children will explore the history and origins of Blues music and the birth of Jazz.

They will be able to name some influential jazz musicians.

They will know which chords are used to play 12 bar blues in C.

Children will explore 'Vltava' the music of Smetana and be able explain or demonstrate how a musical theme can return in different styles when the elements of music are used in different ways.