

Musical Progression
 Skills taught from FS to Year 6
 Griffe Field Primary School

	Listen and Appraise	Singing	Playing instruments	Improvisation	Composition	Performance
EYFS	Children learn to listen to different styles of music and discuss what they like about the music. Children develop their understanding of pulse and rhythm and enjoy moving to music by dancing or making actions.	Children learn to sing along to different songs, including rhymes, and songs from other cultures. Children will move to a beat in a song. Children will explore the difference between beat and rhythm through songs	Children will explore sounds made on percussion instruments and other found objects both inside and outside the classroom. Children will develop beat keeping and rhythm on a percussion instrument	Children improvise using their voices and percussion instruments.	Children will begin to create and manipulate different effects on a sound source or instrument They will add chosen sound effects to a story or song Children will sort and name different sounds Create a sequence of different sounds in response to a given stimuli	Children will have opportunities to perform music in the classroom and in class performances/assemblies e.g Nativity play
Year 1	Children listen to different styles of music and discuss what they like about the songs. Children build on their knowledge of pulse and rhythm when listening to music.	Children start to learn about different pitches (high and low). Children learn that they can make different types of sounds (eg rap or speak in rhythm) and learn to follow a leader. Children sing with expression. Sing a wide range of call and response songs to control vocal pitch and match the pitch they hear.	Children learn to use and treat instruments carefully and with respect. Children use percussion instruments to copy rhythm and beat, following musical instructions from a Leader. 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.	Children improvise by listening to a piece of instructions and respond with their own answer, using their voices, instruments and clapping.	Experiment with, create and select sounds to accompany a story. Use graphics/symbols to portray the sounds they have made Sequence these symbols to make a simple structure (score) Compose own sequence of sounds without help and perform Understand the difference between a rhythm pattern and a pitch pattern	Children share their learning through performances in Christmas nativity and their class/Year group assemblies


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Year 2	<p>Children listen to different styles of music and appraise in more detail, how songs are being put together (verse, chorus). Children discuss how songs can tell a story</p>	<p>Children continue to learn about different sounds they can make. Children learn to find a comfortable singing position. Children will echo sing short melodic phrases Children will sing and follow a melody Sing songs with a small pitch range 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>	<p>Children start to learn how rhythms are made up by different lengths of notes. (rhythm patterns -ta ta ti ti tika tika) Children learn to play a tuned instrument (handbells). They will play with control; getting faster or slower, louder or quieter. Children start to learn some graphic notation (ta ta ti ti) and play a rhythmic accompaniment to a song.</p>	<p>Children improvise by listening to a piece of music and respond with their own answer, using the handbells or percussion.</p>	<p>Children will compose short melodic phrases, repeated rhythmic patterns (ostinati) They will create rhythm patterns from words Children will compose a piece of music that has a beginning, middle and end (structure) and music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups They will create music that conveys different moods Notation Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p>	<p>Children share their learning through performances in nativity and their class assembly.</p>

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Year 3	<p>Children will listen to live/recorded extracts of different kinds of music and identify where appropriate:</p> <ul style="list-style-type: none"> - a steady beat/no steady beat - a specific rhythm pattern or event - the speed (TEMPO) of the music - the volume (DYNAMICS) - the melody <p>Children discuss the meanings of the words and listen to each other respectfully.</p> <p>Children will listen to and appraise music from famous composers e.g Beethoven</p> <ul style="list-style-type: none"> - Indian Classical Sahela Re by Kishori Amonkar 	<p>Children demonstrate a good singing posture and sing well in a group but also start singing in a solo.</p> <ul style="list-style-type: none"> - Children sing songs in a variety of styles with confidence, singing an increasing number from memory - Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (e.g. Extreme Weather), tunefully and with expression. <p>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 (e.g. Heads and Shoulders). • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes 	<p>Children continue their learning on theory from year 2, including the relevant rests.</p> <p>Children will use the Glockenspiel to enhance this experience.</p> <p>Children will play a scale on the glockenspiel using 2 beaters and they will explore all the main elements of music using the glockenspiel.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups (e.g. trios and quartets).</p> <ul style="list-style-type: none"> • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi <p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <ul style="list-style-type: none"> • Introduce and understand the differences between crotchets and paired quavers. • 	<p>Children improvise by responding to a piece of music through:</p> <ul style="list-style-type: none"> - Clapping - Singing - Using Glockenspiels and Untuned percussion <p>Children explore the sounds of different instruments – TIMBRE and how they can represent pictures/stories/mood</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>Children start creating a simple melody using 1-3 different notes, which can be performed within the context of the song.</p> <p>Children recognise and compose their own ostinatos on percussion and glockenspiels.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <ul style="list-style-type: none"> • Compose song accompaniments on untuned percussion using known rhythms and note values. 	<p>Children share their learning through performances in their Class/year group assembly and/or other school events</p> <p>Reading notation</p> <p>Introduce the stave, lines and spaces, and clef.</p> <p>Use dot notation to show higher or lower pitch.</p> <ul style="list-style-type: none"> • Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note.

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Year 4	<p>Children continue to learn about the musical dimensions working together in the songs (eg if the song gets louder at any point) and use musical words during their discussions.</p> <p>Children will listen to and appraise music from famous composers e.g Mozart</p> <p>Children will recognise music from different times and countries, identifying key elements that give its unique sound.</p>	<p>Children become aware of being 'in tune' and can rejoin a song if 'lost'. Some children will enjoy exploring singing solo.</p> <p>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</p>	<p>Children play an instrument (Ukelele) following musical instructions from a leader. Children will learn to play chords on the ukulele and make sounds by strumming. Children learn about major and minor scales</p> <p>Children continue to increase their knowledge of theory. Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.</p> <ul style="list-style-type: none"> • 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>Children improvise more confidently by responding to a piece of music through:</p> <ul style="list-style-type: none"> □ Clapping □ Singing □ Using ukulele <p>Using percussion instruments</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <ul style="list-style-type: none"> • Begin to make compositional decisions about the overall structure of improvisations. 	<p>Children create a simple melody using 1-5 different notes, which can be performed within the context of the song.</p> <p>Children listen to and reflect upon the composition</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.</p> <p>Sing and play these phrases as self-standing compositions.</p> <ul style="list-style-type: none"> • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quave create sequences of 2-, 3- or 4 phrases, arranged into bars  <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <ul style="list-style-type: none"> • Read and perform pitch notation within a defined range (e.g. C-G/do-so). 	<p>Children share their learning through performances in their class assembly and/or other school events</p> <p>Reading notation</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <ul style="list-style-type: none"> • Read and perform pitch notation within a defined range (e.g. C-G/do-so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

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Year 5	<p>Children identify and move to the pulse with ease. Children will recognise and talk about specific styles/traditions of music with a growing awareness of the musical differences and similarities Children think about the message of a song and talk about music and how it makes them feel, using musical words with more confidence. Children will listen to and appraise music from famous composers e.g Holst, Bizet</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble Children sing in unison and in simple two parts. Children sing with awareness of being 'in tune' and can rejoin a song if 'lost'. Some children will enjoy singing solos and/or rapping. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Sing a second part of a two part song with increasing confidence and performance. This should include observing phrasing, accurate pitching and appropriate style.</p>	<p>Children play a musical instrument with the correct technique (recorders) Maintain own part in a small instrumental group Play with a sense of pulse in a variety of metres Perform a piece of music using notation (graphic or conventional)</p>	<p>Children improvise more confidently by responding to a piece of music through: □ Clapping □ Singing □ Variety of instruments To explore short rhythmic and melodic ostinatos on tuned and untuned instruments</p>	<p>Children create simple melodies using up to five notes and simple rhythms that work with the style of a song. Children start making musical decisions about how the melody connects with the song They use notation to record groups of pitches (chords) They compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects</p>	<p>Children share their learning through performances in their class assembly and/or other school events. Reading notation <ul style="list-style-type: none"> • Further 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 (e.g. C–C'/do–do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. </p>

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Year 6	<p>Children compare two songs in the same style, talking about what stands out musically in each of them and discuss similarities and differences, using musical words</p> <p>Children will listen to and contrast music from famous composers e.g. Bernstein and explain their preferences.</p>	<p>Children sing in unison and learn to sing backing vocals. Some children will enjoy singing solos and/or rapping</p> <p>Children keep their own part in a round/canon</p> <p>Perform a song from memory with attention to phrasing, dynamics, accuracy of pitch</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>Children learn to play a tuned instrument (P/Bones)</p> <p>Children consolidate their theory learning by recapping on various theory elements from the last year.</p> <p>Children can lead/conduct a group of instrumental performers.</p> <p>Children maintain their own part in a small instrumental group</p> <p>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 (), very quiet (), moderately loud () and moderately quiet ().</p>	<p>Children improvise with confidence by responding to a piece of music through:</p> <ul style="list-style-type: none"> - Clapping - Singing - Variety of instruments <p>Children can discuss why they have chosen a certain response</p> <p>Children explore chords; concord and discord</p>	<p>Children create simple melodies using up to five notes and simple rhythms that work with the style of a song.</p> <p>Children can make musical decisions and use some notation to record compositions.</p> <p>They perform a melody with an ostinato accompaniment</p>	<p>Children help to choose what to perform for their class assembly as well as end of year production.</p> <p>Reading notation</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <ul style="list-style-type: none"> • Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations.