

## MUSIC PROGRESSION DOCUMENT YEARS 1-6 2023-2024

| <b>NATIONAL CURRICULUM AIMS &amp; OBJECTIVES</b>  |  | <b>NATIONAL CURRICULUM AIMS &amp; OBJECTIVES</b>  |   |  |  |  |
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| Pupils should be taught to: <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</li> </ul> |  | Pupils should be taught to: <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>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.</li> </ul> |   |  |  |  |
|   | <b>YEAR 1</b>  | <b>YEAR 2</b>   | <b>YEAR 3</b>   | <b>YEAR 4</b>  | <b>YEAR 5</b>  | <b>YESR 6</b>  |
| <b>SINGING</b>  | Sing simple songs, call and response, chants & rhymes from memory.<br>Singing in unison and responding to simple cues: stop, start, loud, quiet, and counting in. (Range Doh-Sol)<br>Use smaller ranges to develop their ability to pitch match with accuracy and imitate changes in pitch (sound & signs) | To sing in unison, call & response and rounds from memory accurately following the melody.<br>Sing songs with pitch range Doh-Doh regularly with increasing control and accuracy.<br>Follow in instructions on how and when to sings and make changes to tempo, dynamics, and articulation.   | Sing in widening range of with varying structures and styles (Do-Do)<br>Sing in unison from memory with increasing accuracy tunefully and with expression (p-f)<br>Sing simple partner songs and 2-part songs or sing with parts harmonies (chorus or middle).<br>Perform action confidently and in time. | Sing in unison and rounds from memory with increasing accuracy and fluency.<br>Perform actions confidently and in time.  | Sing in unison, broad range of repertoire.<br>Sing with a sense of ensemble and performance with accurate phrasing, pitching and in the appropriate style.<br>Sing in CANON and 2-part harmonies                           | To sing a broad range of songs with syncopated rhythm as part of a choir with.<br>Sing with a sense of ensemble and performance.<br>To sing with accurate pitching, rhythm, phrasing, and appropriate style<br>To continue to sing in unison, 2.4-part harmonies and rounds. |
| <b>INSTRUMENTS AND MUSICIANSHIP</b>   | Untuned Percussion<br>Glockenspiels with control and accuracy.   | OCARINA<br>Hold and blow the instrument correctly.<br>Using tonguing techniques: (ta, doh)<br>To play in unison   | RECORDER:<br>Hold and blow the instrument correctly.<br>Using tonguing techniques: ta, doh, tut, ta-ah.<br>To play with dynamic and articulation<br>To play in unison and partner songs and rounds  | STRINGS: Violin, Viola, Cello<br>WOODWIND: sax, flute, clarinet<br>BRASS: French horn, baritone, trombone, trumpet<br><br>To hold and play the instrument correctly using the correct techniques | UKULELE<br>To hold and play the ukulele correctly.<br>To Play using techniques such as strumming, picking patterns<br>To play riffs, bass lines and ostinato patterns and 9 chords<br>To play popular songs and folk music | Digital Music – Ipads<br>To use garage band correctly in pre and post edit modes.<br><br>Djembe drums correctly – playing using, tone, bass, and slap techniques   |
| <b>MUSIC LITERACY</b>   | Keep the pulse in 2/4, 3/4, and 4/4<br>Play rhythmic patterns.<br>To play range of songs on the glockenspiels (doh-sol)  | To read, sing and play rhythms patterns extended to minims, dotted minims, semibreves, and rests.<br>Play and sing pitches DO-RE-MI- FA-SOL-LA-TI—DOH   | Rhythms extended to dotted quavers, crotchets, and semiquavers.<br>Play the D major scale on the recorder and a selection of songs using these notes.   | Apply rhythm reading and staff notation to new instruments.<br><br>Continue to learn and improve reading notation.   | What are chords (major/minor), melodies and harmony parts.<br>To read, rhythmic, tab, treble and ukulele notation<br>Identify different parts of a song, verse chorus, chord   | Can play complex and simple rhythms against each other synchronised.<br>Read scores accurately and identify notation patterns,   |

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| <p><b>&amp;<br/>AURAL</b></p>                     | <p>Play pitch patterns step, leap, jump and slide.<br/>Play music that changes in dynamics and tempos.</p> <p>AURAL SKILLS:<br/>Identify pulse in 2/3/4 time.<br/>Identify sing, play, and notate rhythm patterns and pitch patterns using Kodaly signs (doh-mi).</p> | <p>Play and sing songs with pitches with steps, jumps, leaps.<br/>To read and follow ocarina pictorial notation.</p> <p>AURAL SKILLS:<br/>Can identify, sing, play, and notate rhythmic &amp; melodic patterns (doh-sol).</p>       | <p>To follow and read staff notation.<br/>To play with dynamics and articulation (staccato and legato)</p> <p>AURAL SKILLS:<br/>Can identify, sing, play, and notate rhythmic &amp; melodic patterns on to the staff (doh-doh).</p>          | <p>To play a wide range of songs in ensemble.</p> <p>AURAL SKILLS:<br/>Copy back rhythm and melodic patterns on instruments</p>              | <p>sequence, bass line, verse, melody, harmony.</p> <p>AURAL SKILLS:<br/>Recognise the difference between major and minor chords.<br/>Recognise strumming pattern rhythms.<br/>Play parts and chord sequences from memory.</p>                               | <p>dynamics, tempo, articulation, phrasing.</p> <p>AURAL SKILLS:<br/>Learn rhythmic patterns and songs with complex harmonies from memories.</p>  |
| <p><b>PERFORMANCE</b></p>                         | <p>Sing as a mass choir in a performance</p>  | <p>Sing as a mass choir in a performance.<br/>Perform on a tuned instrument.</p>  | <p>Sing as a mass choir in a performance.<br/>Perform on a tuned instrument from memory.<br/>Improve confidence in performance.</p>  | <p>Singing performance as group/class<br/>Perform on Tuned instrument as a group.<br/>Perform as a large ensemble on a tuned instrument.</p> | <p>Singing performance as group/class and cohort<br/>Perform on instrument to an audience.<br/>Perform both accompaniment and melody of a song.<br/>Evaluate and improve your performance.</p>   | <p>Perform as a class ensemble on the djembe's music inspired by African rhythms using complex rhythm patterns and techniques.<br/>Perform as a Mass choir in a public venue with other schools.<br/>Evaluate and improve your performance.</p>   |
| <p><b>IMPROVISATION &amp;<br/>COMPOSITION</b></p> | <p>Improvise and compose:<br/>Rhythm patterns in 4/4 and notate accurately.<br/>Pitch patterns using Do-Sol using dot notation.(step and leap patterns)<br/>Compose sound sequences that change in dynamics &amp; tempos.</p>   | <p>Improvise melodic rhythmic patterns in 3/4, 4/4</p> <p>Compose and notate rhythm melodic rhythm patterns 1-4 bar (using step, leap and jump patterns).<br/>Using rhythmic and dot notation with dynamic &amp; tempo changes.</p> | <p>Improvise melodic rhythms patterns in 2/4 3/4 4/4 using step, leap, small jump and jump patterns.</p> <p>2-4-bar melodic rhythm pattern in 2/4 3/4 4/4 using dynamic, and articulation and to notate their ideas using staff notation</p> | <p>Copy-back rhythm and melodic patterns</p>   | <p>Improvise &amp; compose:<br/>Strumming patterns using rhythmic notation.<br/>Chord sequences using tab notation.<br/>Picking patterns using tab/staff notation.<br/>Compose melody with a chord accompaniment using the C major blues scale 1-4 bars.</p> | <p>Compose music USING A DIGITAL MUSIC PLATFORM THAT EXPLORES samples and Use it to compose tracks using samples (pre-recorded &amp; own created) and to EDIT MUSIC using program features.</p> <p>Compose music with multiple sections/layers.</p> <p>Improvise rhythmic patterns to fit with a group rhythmic pattern</p> |
| <p><b>LISTENING &amp;<br/>APPRECIATION</b></p>    | <p>To listen to music and identify the pulse, pitch patterns, tempo, dynamics, rhythms, timbre: Happy/sad</p>   | <p>To listen to music and identify Pulse and time signature, rhythm and repeated rhythmic/melodic patterns, tempo, dynamics, timbre: Mood and purpose, basic texture, instrumentation.</p>  | <p>Time signature, rhythmic devices, repetition, similarities and contrasts tempo, dynamics, instrumentation, genre, major/minor, and texture and structure, melody, and accompaniment.</p>  |  |  |   |

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|  | MUSIC LINKED TO ELEMENTS WE ARE LEARNING | OCARINA MUSCIANS & MUSIC FROM AROUND THE WORLD | GREAT COMPOSERS THE RECORDER (EARLY-MUSIC TO CLASSICAL to Modern composers) | GREAT MUSICIANS ON INSTRUMENTS THEY ARE LEARNING | GREAT MUSICIANS (UKULELE), 20 <sup>TH</sup> CENTURY MUSIC: POP, ROCK, REGGEE, SOUL | MUSIC LINKED TO LEARNING-PROJECTS. |
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