


|  <p><b>Music</b></p> <p><b>Progression of Skills Document 2022-23</b></p> | <p><b>Year 1</b></p>  | <p><b>Year 2</b></p>   | <p><b>Year 3</b></p>  | <p><b>Year 4</b></p>  | <p><b>Year 5</b></p>   | <p><b>Year 6</b></p>  |
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| <p><b>Musicianship: Understanding Music</b></p>  | <p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>Find and keep a steady beat together.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option to use Solfa.</p> | <p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major and A minor.</p> <p>Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option to use Solfa.</p> <p>Sing short phrases independently.</p> | <p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes:<br/>C, D, E<br/>G, A, B<br/>F, G, A<br/>A, B, C</p> | <p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes:<br/>C, D, E<br/>C, D, E, G, A, G, A, B<br/>G, A, B, D, E, F, G, A<br/>A, B, C, D, E, F, G</p> | <p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, F major and A minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes:<br/>C, D, E<br/>C, D, E, F, G, A, B, D, E, F#, G, A<br/>A, B, C, D, E, F#, G<br/>F, G, A, Bb, C, D, E<br/>G, A, B, C, D, E, F#</p> | <p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, A minor and D minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: D, E, F, G, A<br/>C, D, E, F, G, A, B<br/>G, A, B, C, D, E, F#<br/>D, E, F#, G, A, B, C#<br/>A, B, C, D, E, F, G</p> |

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| <p><b>Listening</b></p> | <p>Move and dance with the music. Find the steady beat. Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p> | <p>Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, eg call and response.</p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p> | <p>Share your thoughts and feelings about the music together.</p> <p>Find the beat or groove of the music.</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>Invent different actions to move in time with the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Identify some instruments you can hear playing.</p> <p>Identify if it's a male or female voice singing the song.</p> <p>Talk about the style of the music.</p> | <p>Talk about the words of a song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady.</p> <p>Recognise the style of music you are listening to. Discuss the structures of songs. Identify: Call and response A solo vocal or instrumental line and the rest of the ensemble A change in texture Articulation on certain words Programme music</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the</p> | <p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> | <p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality, chord triads I, IV and V, and</p> |
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|                |   |  |   | <p>pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p> | <p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain rapping.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p> | <p>intervals within a major scale.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p> |
| <b>Singing</b> | <p>Sing, rap, rhyme, chant and use spoken word.</p> <p>Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low).</p> <p>Sing in unison.</p> | <p>Sing as part of a choir. Demonstrate good singing posture. Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts, and with more pitching accuracy.</p> | <p>Sing as part of a choir.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p> <p>Demonstrate good singing posture.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Sing songs from memory and/or from notation.</p> | <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p>   | <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing 'on pitch' and 'in time'. Sing a second part in a song. Self-</p>  | <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate</p>  |

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|  |  | <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat.</p> <p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music.</p> <p>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 visual symbols (eg crescendo, decrescendo, pause).</p> | <p>Sing with awareness of following the beat. Sing with attention to clear diction.</p> <p>Sing expressively, with attention to the meaning of the words.</p> <p>Sing in unison.</p> <p>Understand and follow the leader or conductor.</p> <p>Copy back simple melodic phrases using the voice.</p> | <p>Demonstrate good singing posture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world.</p> | <p>correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Respond to a leader or conductor.</p> | <p>pitching and appropriate style.</p> <p>Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Sing with and without an accompaniment.</p> <p>Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p> |
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| <p><b>Notation</b></p> <p>(See separate progression document for the notation covered within the units being taught – attached to yearly overview of coverage)</p> | <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore standard notation, using crotchets, quavers and minims.</p> | <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using crotchets, quavers, minims and semibreves</p> <p>Identify hand signals as notation, and recognise music notation on a stave of five lines.</p> | <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>Identify:<br/>Stave<br/>Treble clef<br/>Time signature<br/>Lines and spaces on the stave</p> <p>Identify and understand the differences between crotchets and paired quavers.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p> | <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Identify:<br/>Stave<br/>Treble clef<br/>Time signature</p> <p>Identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a range.</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> | <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p>Identify:<br/>Stave<br/>Treble clef<br/>Time signature</p> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> | <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, crotchets, dotted quavers, quavers and semiquavers</p> <p>Identify:<br/>Stave<br/>Treble clef<br/>Time signature</p> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> |
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|                            |   |   |  |  | Read and perform pitch notation within an octave (eg C–C'/do–do).  |   |
| <b>Playing Instruments</b> | Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.   | Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.   | Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.<br><br>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.  | Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.   | Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E $\flat$ major, C minor and D minor.<br><br>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave 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. | Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$ major, D minor and F minor.<br><br>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 (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). |
| <b>Creating: Improvise</b> | Explore improvisation within a major and minor scale using the notes:<br>C, D, E<br>D, E, A<br>F, G, A<br>D, F, G<br><br>Improvise simple vocal patterns using 'Question and Answer' phrases. | Explore improvisation within a major scale using the notes:<br>C, D, E<br>C, G, A<br>G, A, B<br>F, G, A<br><br>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned | Explore improvisation within a major scale using the notes:<br>C, D, E<br>C, D, E, F, G<br>C, D, E, G, A G, A, B<br>G, A, B, D, E<br>G, A, B, C, D F, G, A<br>F, G, A, C, D<br><br>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on- | Explore improvisation within a major scale using the notes:<br>C, D, E<br>C, D, E, G, A<br>C, D, E, F, G<br>D, E, F $\sharp$ , A, B<br>D, E, F, G, A<br><br>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth | Explore improvisation within a major scale, using the notes:<br>C, D, E $\flat$ , F, G<br>C, D, E, F, G<br>C, D, E, G, A<br>F, G, A, B $\flat$ , C<br>D, E, F, G, A<br><br>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.   | Explore improvisation within a major scale, using the notes:<br>C, D, E, F, G<br>G, A, B $\flat$ , C, D<br>G, A, B, C, D<br>F, G, A, C, D<br><br>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.  |

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|                                | Understand the difference between creating a rhythm pattern and a pitch pattern.   | percussion, creating a musical conversation.  | the-spot' responses using a limited note-range.<br><br>Compose over a simple groove.<br>Compose over a drone.<br>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.  | (legato) and detached (staccato) articulation.<br><br>Improvise over a simple chord progression.<br><br>Improvise over a groove.  | Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).  |  |
| <b>Creating:<br/>Composing</b> | Explore and create graphic scores:<br><br>Create musical sound effects and short sequences of sounds in response to music and video stimulus.<br><br>Create a story, choosing and playing classroom instruments and/or soundmakers.<br><br>Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.<br><br>Use music technology, if available, to capture, change and combine sounds.<br><br>Use simple notation if appropriate:<br><br>Create a simple melody using crotchets and minims:<br><br>C, D C, D, E<br>C, D, E, F<br>C, D, E, F, G | Explore and create graphic scores:<br><br>Create musical sound effects and short sequences of sounds in response to music and video stimulus.<br><br>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.<br><br>Create a story, choosing and playing classroom instruments.<br><br>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.<br><br>Use music technology, if available, to capture, change and combine sounds.<br><br>Use notation if appropriate: | Create music and/or sound effects in response to music and video stimulus.<br><br>Use music technology, if available, to capture, change and combine sounds.<br><br>Compose over a simple chord progression. Compose over a simple groove.<br>Compose over a drone.<br><br>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.<br><br>Use simple dynamics.<br><br>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.<br><br>Create a simple melody using crotchets, minims and perhaps paired quavers:<br><br>C, D C, D, E<br>C, D, E, G<br>C, D, E, G, A<br>Start and end on the note C (Pentatonic on C)<br><br>C, D C, D, E<br>C, D, E, F | Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.<br><br>Compose over a simple chord progression.<br><br>Compose over a groove.<br><br>Create music in response to music and video stimulus.<br><br>Use music technology, if available, to capture, change and combine sounds.<br><br>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.<br><br>Use simple dynamics.<br><br>Compose song accompaniments on tuned and untuned | Create music in response to music and video stimulus.<br><br>Use music technology, if available, to capture, change and combine sounds.<br><br>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).<br><br>Use chords to compose music to evoke a specific atmosphere, mood or environment.<br><br>Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords.<br><br>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). | Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg 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.<br><br>Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.<br><br>Create a simple chord progression.<br><br>Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.<br><br>Create music in response to music and video stimulus.<br><br>Use music technology, if available, to capture, |

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|  | <p>Start and end on the note C</p> <p>F, G<br/>F, G, A<br/>F, G, A, C<br/>F, G, A, C, D<br/>Start and end on the note F</p> <p>D, F D, F, G<br/>D, F, G, A<br/>D, F, G, A, C<br/>Start and end on the note D</p> | <p>Create a simple melody using crotchets and minims:</p> <p>C, D C, D, E<br/>C, D, E, F<br/>C, D, E, F, G<br/>Start and end on the note C (C major)</p> <p>G, A G, A, B<br/>G, A, B, D<br/>G, A, B, D, E<br/>Start and end on the note G (Pentatonic on G)</p> <p>F, G<br/>F, G, A<br/>F, G, A, C<br/>F, G, A, C, D<br/>Start and end on the note F (Pentatonic on F)</p> | <p>C, D, E, F, G<br/>Start and end on the note C (C major)</p> <p>F, G<br/>F, G, A<br/>F, G, A, B<math>\flat</math><br/>F, G, A, B<math>\flat</math>, C<br/>Start and end on the note F (F major)</p> <p>G, A G, A, B<br/>G, A, B, D<br/>G, A, B, D, E<br/>Start and end on the note G (Pentatonic on G)</p> | <p>percussion, using known rhythms and note values.</p> <p>Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:</p> <p>C, D C, D, E<br/>C, D, E, G<br/>C, D, E, G, A<br/>Start and end on the note C (Pentatonic on C)</p> <p>C, D C, D, E<br/>C, D, E, F<br/>C, D, E, F, G<br/>Start and end on the note C (C major)</p> <p>A, B<br/>A, B, C<br/>A, B, C, D<br/>A, B, C, D, E<br/>Start and end on the note A (A minor)</p> <p>D, E D, E, F<br/>D, E, F, G<br/>D, E, F, G, A<br/>Start and end on the note D (D minor)</p> <p>G, A G, A, B<br/>G, A, B, D<br/>G, A, B, D, E<br/>Start and end on the note G (Pentatonic on G)</p> | <p>Use full scales in different keys.</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>F, G<br/>F, G, A<br/>F, G, A, B<math>\flat</math><br/>F, G, A, B<math>\flat</math>, C<br/>Start and end on the note F (F major)</p> <p>G, A G, A, B<br/>G, A, B, C<br/>G, A, B, C, D<br/>Start and end on the note G (G major)</p> <p>G, A G, A, B<br/>G, A, B, D<br/>G, A, B, D, E<br/>Start and end on the note G (Pentatonic on G)</p> <p>D, E D, E, F<br/>D, E, F, G<br/>D, E, F, G, A</p> | <p>change and combine sounds.</p> <p>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use full scales in different keys.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>C, D C, D, E<br/>C, D, E, F<br/>C, D, E, F, G<br/>Start and end on the note C (C major)</p> <p>G, A G, A, B<br/>G, A, B, D</p> |
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|                          |   |   |   |  | <p>Start and end on the note D (D minor)</p> <p>E<sub>b</sub>, F E<sub>b</sub>, F, G<br/> E<sub>b</sub>, F, G, B<sub>b</sub><br/> E<sub>b</sub>, F, G, B<sub>b</sub>, C<br/> Start and end on the note E<sub>b</sub>(E<sub>b</sub>major)</p>  | <p>G, A, B, D, E<br/> Start and end on the note G (Pentatonic on G)</p> <p>D, E D, E, F<br/> D, E, F, G<br/> D, E, F, G, A<br/> Start and end on the note D (D minor)</p> <p>F, G<br/> F, G, A<br/> F, G, A, C<br/> F, G, A, C, D<br/> Start and end on the note F (Pentatonic on F)</p> <p>F, G<br/> F, G, A<sub>b</sub><br/> F, G, A<sub>b</sub>, B<sub>b</sub><br/> F, G, A<sub>b</sub>, B<sub>b</sub>, C<br/> Start and end on the note F (F minor)</p> |
| <p><b>Performing</b></p> | <p>Enjoy and have fun performing.</p> <p>Choose a song/songs to perform to a well-known audience.</p> <p>Prepare a song to perform.<br/> Communicate the meaning of the song.<br/> Add actions to the song.<br/> Play some simple instrumental parts.</p> | <p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Talk about the difference between</p> | <p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> | <p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the</p> | <p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</p> <p>Perhaps perform in smaller groups, as well as the whole class.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</p> | <p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</p>  |

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|  |  | rehearsing a song and performing it. | Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment. | <p>rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Talk about what the rehearsal and performance has taught the student.</p> <p>Understand how the individual fits within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p> | <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>A student leads part of the rehearsal and part of the performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect how future performances might be different.</p> | <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>A student or a group of students rehearse and lead parts of the performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Record the performance and compare it to a previous performance.</p> <p>Collect feedback from the audience and reflect how the audience believed in the performance.</p> <p>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p> |
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