



Danegrove Primary School

Progression in Music



Early Years

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music using voices and instruments
- Learning to sing or sing along with nursery rhymes and action songs
- Playing instrument within the song
- Improvising leading to playing classroom instruments
- Riff-based composition
- Share and perform the learning that has taken place

Year Group	Singing	Listening	Pulse, Rhythm, Pitch	Composing	Performing/ Reading Notation
1	<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	<ul style="list-style-type: none">• Recall and remember short songs and sequences of patterns and sounds.• Respond physically when performing, composing and appraising music.• Identify different sound sources.• performances and experience live music making in and out of school.	<p>Pulse</p> <ul style="list-style-type: none">• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.• Use body percussion and classroom percussion, playing repeated rhythm patterns.• Respond to the pulse in recorded/live music through movement and dance. <p>Rhythm</p> <ul style="list-style-type: none">• Perform short copycat rhythm patterns accurately, led by the teacher.• Perform short repeating rhythm patterns while keeping in time with a steady beat.	<ul style="list-style-type: none">• Improvise simple vocal chants, using question and answer phrases.• Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments.• Understand the difference between creating a rhythm pattern and a pitch pattern.• Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.• Recognise how graphic notation can represent	<ul style="list-style-type: none">• Playing untuned and start to learning rest• Performing on year group show

	with accuracy.		<ul style="list-style-type: none"> • Perform word-pattern chants; create, retain and perform their own rhythm patterns. Pitch <ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the 	<p>created sounds. Explore and invent own symbols.</p> <ul style="list-style-type: none"> • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). 	
2	<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) 	<ul style="list-style-type: none"> • Recall and remember short songs and sequences of patterns and sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features. 	Pulse <ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to. Rhythm <ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases. 	<ul style="list-style-type: none"> • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. 	<ul style="list-style-type: none"> • Playing untuned and introducing glockenspiel. • Introduction to counting and playing untuned instruments. • Performing a year group show.

			<ul style="list-style-type: none"> • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick Notation. <p>Pitch</p> <ul style="list-style-type: none"> • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). 		
3	<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 songs 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. <ul style="list-style-type: none"> • Explore and choose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through movements. 	<p>Improvise</p> <ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. • Structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images and musical sources. 	<p>Compose</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on tuned(glockenspiel) and untuned percussion using known rhythms and note values 	<p>Instrumental Performance</p> <ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument. 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). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio,

					<p>fast and slow. Extend to question-and-answer phrases.</p> <p>Reading Notation</p> <ul style="list-style-type: none"> • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets, minim and semibreve. • Apply word chants to rhythms, understanding how to link each syllable to one musical note.
<p>4</p> <p><i>Year four moving to learning drumming the whole academic year by profession From BEAT and they are following the curriculum</i></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. 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. <ul style="list-style-type: none"> • Explore and choose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through movements. • Identify phrases that could be used as an introduction, interlude and ending. 	<p>Improvise</p> <ul style="list-style-type: none"> • 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). • Begin to make compositional decisions about the overall structure of improvisations. 	<p>Compose</p> <ul style="list-style-type: none"> • 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. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • Explore developing knowledge of musical components by composing music to create a specific mood 	<p>Instrumental Performance</p> <ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. (This can be achieved through working closely with your local Music Education Hub) • 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. • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.

				<ul style="list-style-type: none"> • Introduce major and minor chords. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. 	<ul style="list-style-type: none"> • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Reading Notation • Introduce and understand the differences between minims, crotchets, semibreves, paired quavers and rests. • 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
5	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion instruments. • Reflect musical features in movement, pictorially and verbally. • Identify different moods and textures. • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features. 	Improvise <ul style="list-style-type: none"> • Improvise freely over a drone, developing a sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). 	Compose <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. 	Instrumental Performance <ul style="list-style-type: none"> • 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–d'orange. 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. Perform simple, chordal

					<p>accompaniments to familiar songs.</p> <ul style="list-style-type: none"> • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. <p>Reading Notation</p> <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.
6	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music 	<p>Improvise</p> <p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. 	<p>Compose</p> <ul style="list-style-type: none"> • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate 	<p>Instrumental Performance</p> <ul style="list-style-type: none"> • Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about

	<p>should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group 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. 	<p>They are listening to, singing and playing.</p> <ul style="list-style-type: none"> • Identify how a mood is created by music and lyrics • Listen to longer pieces of music and identify features <ul style="list-style-type: none"> • Reflect musical features in movement, pictorially and verbally. • Identify different moods and textures 	<ul style="list-style-type: none"> • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. 	<p>rhythmic variety and interest. Notate this melody.</p> <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it, discuss how musical contrasts are achieved. 	<p>dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <ul style="list-style-type: none"> • Accompany this same melody, and others, using block chords or a bass line. • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. <p>Reading Notation</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • 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.
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Transition Project

The end of Year 6 transition project provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies and singing as a class.